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ABSTRACT

This report attempts to establish a link between research findings and practice in the transition of students with disabilities. A taxonomy is presented that provides a framework for designing educational programs that reflect a transition perspective for students with disabilities. Chapter 1, "Preparing Youths with Disabilities for Future Challenges: A Taxonomy for Transition Programming" (Paula D. Kohler), reviews studies that identified effective transition practices, identifies additional effective practices, organizes the practices into a conceptual framework, and evaluates the framework. Chapter 2, "Evaluating Transition Services: Development of a Transition Services Assessment" (Dorothy M. Millar and others), presents a transition services assessment process and describes development of Michigan's Midland County Interagency Transition Team (MCITT) Transition Self-Assessment. Chapter 3, "Implementing Transition Practices: A Search for Effective Strategies" (Paula D. Kohler and Suzan M. Van Beaver), provides overviews of eight transition projects that have implemented and evaluated transition practices included in the taxonomy. A list of 33 additional projects is provided, along with project abstracts. Appendixes include a copy of the taxonomy, a copy of the MCITT Transition Self-Assessment Instrument, and a nomination form for effective transition practices. Chapters contain references. (CR)

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Taxonomy for Transition Programming: Linking Research and Practice

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A Taxonomy for Transition Programming: Linking Research and Practice

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Introduction

Growing recognition of the dismal post-school outcomes of many youths with disabilities, combined with recent policy developments, is gradually leading to a more consumer-oriented education and service delivery paradigm based on student ability, aptitude, and self-determination. According to this perspective, transition planning is not an add-on activity for students with disabilities when they reach the age of 16, but rather a foundation from which programs and activities are developed—as has historically been the case for college-bound students!

Over the past decade, several theoretical and analytical models have been proposed (e.g., Halpern, 1985, 1993; Wehman, Kregel, & Barcus, 1985; Will, 1984) to direct attention to the issue of transition. The result of these efforts have helped shape research and policy associated with employment and adult quality-of-life outcomes; however, to date, no working model links theory with transition practices.

An effective linkage of research and practice would identify proven practices and communicate this information in a format that facilitates use by administrators and service providers.

This monograph represents a major effort toward establishing the much-needed link between research and practice by presenting a taxonomy for transition programming that provides a "user-friendly" framework for designing educational programs that reflect a transition perspective for students with disabilities.

Chapter 1 describes the development of this conceptual model, generated and evaluated by a national group of individuals with expertise in the area of transition. The model directly extends previous work on transition theory by identifying transition issues related to program planning, implementation, and evaluation.

Acknowledging that additional intervention and outcome research in conjunction with program evaluation is needed to further develop effective practices, Chapter 2 describes the evaluation efforts of an interagency team, the Midland County Interagency Transition Team

(MCITT) in Michigan. With ongoing program evaluation as an essential component in their efforts to improving post-school outcomes for individuals with disabilities and expanding understanding of "best practice," MCITT has developed a comprehensive evaluation tool, the MCITT Transition Self-Assessment instrument, based on the Taxonomy for Transition Programming (Kohler, 1995).

While the practices including in the Taxonomy are supported by evidence of effectiveness, they do not propose detailed steps for implementation of particular practices. Chapter 3 presents an overview of an investigation to identify effective specific transition strategies, undertaken to complement the more generic practices in the Taxonomy. A general discussion of the investigation starts out the chapter, followed by a summary of eight programs that have implemented and evaluated several of the transition practices in the Taxonomy.

We hope that, together, the three chapters and appendices that make up this monograph make a significant contribution to the issues surrounding the planning, implementation, and evaluation of proven "best practices" in transition. Our intention is that they serve to link research and practice, thereby facilitating the work of administrators and service providers and benefiting youth with disabilities—our ultimate "customers."

Paula D. Kohler

Chapter 1

Preparing Youths with Disabilities for Future Challenges: A Taxonomy for Transition Programming

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Running Head: A TAXONOMY FOR TRANSITION PROGRAMMING

It's common for transition-related manuscripts to begin with information about the post-school outcomes of individuals with disabilities. Over the past 10 years, the emergence of this information has had a profound effect on educators, researchers, and policymakers, not to mention the underlying impact on students and their families. Thus, growing public recognition that youths with disabilities have not achieved high levels of quality, full-time employment, independent living, success in postsecondary education, or community engagement has brought about an examination of our educational and adult service delivery systems. This examination has included reflection on the purposes of education, educational practice, desirable educational outcomes, and the roles of students in the educational process.

Recent policy developments (e.g., Individuals with Disabilities Education Act of 1990 (IDEA), Rehabilitation Act Amendments of 1992, School-to-Work Opportunities Act of 1994) have helped shift the focus of education and adult service delivery from systems to individuals. A new, "consumer-oriented" educational and service delivery paradigm appears to be emerging that is based upon student abilities, options, and self-determination (Szymanski, Hanley-Maxwell, & Parker, 1990; Wehman, 1992). This paradigm reflects a transition perspective of education, a perspective that promotes the idea that educational programs and instructional activities should be (a) based upon students' post-school goals, and (b) driven by individual needs, interests, and preferences (see Clark & Kolstoe, 1995; Edgar & Polloway, 1994; Gajar, Goodman, & McAfee, 1993; Kohler & Rusch, in press; Rusch, DeStefano, Chadsey-Rusch, Phelps, & Szymanski, 1992). This perspective recognizes that transition planning is not an add-on activity for students with disabilities once they reach age 16, but a foundation from which educational programs and activities are developed.

Historically, this transition perspective has guided educational planning for the college-bound student, albeit informally. For typical college-bound students, their educational program is developed around the post-school goal of attending college. As a result, they generally (a) enroll in the academic coursework and two years of foreign language instruction required by most four-year universities; (b) register for and take the SAT or ACT exams required for

admission; (c) identify and apply to colleges and universities of interest; (d) identify and apply for appropriate scholarships or financial aid; and (e) participate in school clubs, sports, or activities that develop personal, social, and leadership skills. To see that these various tasks are accomplished, a variety of individuals within the school and community work with the college-bound student, including teachers, guidance counselors, coaches, club sponsors, administrators, parents, and even employers. Most importantly, students are actively involved in planning their schedule each year, choosing electives, identifying careers and colleges of interest, and choosing the clubs and sports in which to participate.

According to a transition perspective, the educational planning process consists of the following three steps: (a) post-school goals are identified based on student abilities, needs, interests, and preferences; (b) instructional activities and educational experiences are developed to prepare students for their post-school goals; and (c) a variety of individuals, including the student, work together to identify and develop the goals and activities (Kohler & Rusch, in press).

Our educational systems have worked to facilitate this "transition planning" for the typical college-bound student; their educational programs and related activities have been designed to help them achieve their post-school training goal--a college education. However, as reflected in the student outcome data (e.g., Bruininks, Thurlow, Lewis, & Larson, 1988; Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning 1985; Wagner, D'Amico, Marder, Newman, & Blackorby, 1992), our educational systems have not been effective in developing or delivering educational planning processes or educational programs for students with disabilities. Thus, although special educators in most districts have recognized that IDEA requires transition planning, many continue to struggle with the reality of program development. They want information relevant to developing those "coordinated sets of activities" required in the legislation.

In our efforts to address the issue of student outcomes, we have paid particular attention to the development of theoretical and analytical models to help focus and explain theory relevant

to the transition from school to post-school environments. Will's (1984) bridges model was an important initial representation of perceived connections between school experiences and post-school employment and the services that students typically utilized as they moved from one environment to the other. The bridges model also articulated federal initiatives related to services for school-to-work transition.

Halpern's (1985) revised transition model expanded transition-related theory and discussion beyond a focus on employment to include outcomes associated with other aspects of living in one's community. That is, it featured community adjustment as the primary target of transition services, supported by the three pillars of residential environment, social and interpersonal networks, and employment.

A third model, Wehman's Three-Stage Vocational Transition Model (Wehman, Kregel, & Barcus, 1985), focused more on process components rather than on the theoretical and philosophical components addressed by Will (1984) and Halpern (1985). This more detailed representation of the transition process consisted of a series of steps beginning several years prior to a student's exit from school and extending one to two years after school exit.

More recently, Halpern (1993) proposed that quality of life be applied as a conceptual framework for evaluating transition outcomes, adding a number of variables associated with increased quality of life in specific outcome domains. Other researchers (e.g., Gierl & Harnisch, 1995; Harnisch, Wermuth, & Zheng, 1992; Wagner, 1991) have developed conceptual frameworks to guide the investigation of both process and outcome data generated from the National Longitudinal Transition Study.

Together, these models have served to direct attention to the issue of transition and have helped focus research and policy on educational and adult service practices associated with promoting employment and other desirable adult outcomes. However, since the development of these models, no working model has emerged that links theory with transition practice. Such a model, in association with a well-conceived measurement system, would be useful for reporting and comparing status, tracking changes, predicting future performance, explaining

conditions and changes, profiling strengths and weaknesses, and informing policy and practice (DeStefano & Wagner, 1991; Haring & Breen, 1989; Oakes, 1986). Specifically, a transition programming model would be important in describing the various theoretical and practical phenomena that are related to promoting student transition in a way that makes sense to the end-user, be they educators, policymakers, service providers, researchers, or families (Eichelberger, 1989).

It has been well documented that a gap exists in education between research and practice (e.g., see Ayres, Meyer, Erevelles, & Park-Lee, 1994; Viadero, 1994), and the area of transition is no exception. If we are to link research and practice, we cannot present schools with an exhaustive list of things they should consider when planning and developing their programs. Instead, to promote transition-focused programs, we must identify proven practices and communicate this information in a format that facilitates use. By identifying "best" practices, we can communicate a need for systems change and convey the critical features of service delivery, and, ultimately translate research into a form that meets the needs of administrators and service providers (Peters & Heron, 1993).

In recent years, a number of perceived "best practices" have emerged that appear to be related to the successful transition from school. However, many of the practices described as "best" have not been supported by evidence of effectiveness (Kohler, 1993a). Peters and Heron (1993) contend that as a result of being called "best," such practices are often adopted blindly and accepted as irrefutably superior, are implemented ineffectively or without following prescribed methodologies, or applied to populations other than those within the prescribed disability target group. To ensure that the term "best practice" represents a reliable, valid, and critical aspect of a program, Peters and Heron (1993) suggested that the following five criteria be applied to all strategies and practices under consideration: (a) the practice is well grounded in theory; (b) the practice is supported empirically through studies that are internally and externally valid; (c) the practice has some underpinnings in existing literature; (d) the practice is associated with meaningful outcomes; and (e) the practice is socially valid.

This manuscript provides an overview of four studies that have sought to apply the standard described by Peters and Heron to the identification of effective transition practices. The first three studies were designed to identify practices that were supported to some extent with evidence of effectiveness through a review of literature, an analysis of exemplary transition programs identified through evaluation studies, and a metaevaluation of model demonstration transition program outcomes and activities. The purpose of the fourth study was to extend the list of identified practices, to develop a conceptual framework or model of these practices, and to socially validate the model.

The first investigation (Kohler, 1993a) featured a review of 49 documents related to transition. Evidence in support of particular practices was categorized as either being substantiated in the literature by the results of a research study or implied as effective by the publication's author(s). According to this review of literature, three practices--vocational training, parent involvement, and interagency collaboration and service delivery--were cited in over 50% of the documents analyzed (Kohler, 1993a). Further, social skills training, paid work experience, and individual transition plans and planning were supported in at least one third of the literature reviewed.

The second study (Kohler, DeStefano, Wermuth, Grayson, & McGinty, 1994) analyzed 15 evaluation studies focused on exemplary programs and practices pertaining to transition. Specifically, this investigation examined the methodology used to identify "best" practices and exemplary transition programs and identified practices consistently designated as effective across evaluation studies. Practices associated with transition programs identified as exemplary included vocational assessment, supported employment services, employability and social skills training, parent involvement, interdisciplinary transition teams, transition-focused IEPs, community-based and community-referenced instruction and curricula, least restrictive and integrated settings, and interagency coordination and service delivery.

In the third investigation (Rusch, Kohler, & Hughes, 1992), final reports of 42 employment-focused transition programs funded by the Office of Special Education and Rehabilitative

Services were analyzed to identify project purposes, activities, outcomes, and barriers. Findings indicated that projects provided work skills training, developed programs or materials and evaluated their effectiveness, disseminated information, and conducted public relations activities and training. In line with these activities, projects reported that they achieved specific outcomes: employment of individuals, establishment of training programs and services, and development of cooperative delivery systems (Rusch, Kohler, & Hughes, 1992).

A list of promising transition practices emerged as a result of these three investigations. The practices included were supported to some extent by evidence relevant to those five criteria suggested by Peters and Heron (1993). For example, they were supported in literature; most were based on theory, in many cases, career and or vocational education theory, or emerging theory associated with the concept of transition planning. All were associated with valued post-school outcomes, in some cases, linked with specific, documented outcomes. Many practices had been socially validated, particularly those included in the exemplary programs studies. Finally, empirical support had been generated for a number of the practices.

The present study was undertaken to extend the findings of the previous work. Specifically, its three primary purposes were as follows: (a) to identify additional transition practices perceived to be effective by experts in the field; (b) to organize the practices into a conceptual framework that would be useful for planning, evaluation, and research; and (c) to evaluate the conceptual framework through social validation and statistical analysis.

Method

The methodology utilized in this investigation was based on Trochim and Linton's general model of conceptualization (Linton, 1985; Trochim, 1989a, 1989b; Trochim & Linton, 1986). This model includes three components: (a) the process steps, or specific procedures taken to conduct the conceptualization; (b) the perspective origins, or the individuals who participate in each of the process steps; and (c) the representation form, or the final appearance or format in which the resulting conceptualization is presented (Trochim & Linton, 1986).

Described as concept mapping, the process begins with thoughts, notions, ideas, statements, or some other form of entity, and results in some type of conceptualization. Thus, the process begins with the generation of individual entities, representing basic building blocks, that together work to form broader concepts. The final conceptualization "represents an interpretable arrangement of concepts and/or entities" (Trochim & Linton, 1986, p. 290). As developed by Trochim and his colleagues (Linton, 1985; Trochim, 1989a, 1989b; Trochim & Linton, 1986), the concept mapping process typically involves the following steps: (a) generating the conceptual domain, or generating the entities that will comprise the conceptualization; (b) structuring the conceptual domain, or defining or estimating the relationships between and among the entities; and (c) representing the conceptual domain, or presenting the structured set of entities verbally, pictorially, or mathematically (Trochim & Linton, 1986).

Closely aligned with the concept mapping process described by Trochim and Linton (Linton, 1985; Trochim, 1989a, 1989b; Trochim & Linton, 1986), this study was conducted in three phases: (a) generation of the concept (identification of practices), (b) structuring and representation of the concept (sorting and rating the transition practices and producing the concept maps), and (c) interpretation of concept maps (evaluation of the model by study participants). However, modifications to the general model were made in each phase to meet the specific needs and purposes of this study. For example, whereas Trochim and his colleagues (cf. Galvin, 1989; Linton, 1985; Mannes, 1989; Trochim, 1989a) typically conducted concept mapping with small groups of program stakeholders through a series of meetings, the three phases of the current study were conducted using survey methodology with a national group of transition stakeholders.

Since each phase of the study was a prerequisite of the next, it was imperative to obtain the results of Phase I before initiating Phase II, and so on. Thus, results for each phase are reported within this methods section to facilitate understanding. Findings of the study in general are reported in the results section.

Phase I: Identification of Transition Practices

The purpose of Phase I was to develop the concept of transition practices by generating individual entities or statements perceived by study participants as representing transition practices. Specifically, we sought to identify practices viewed as effective in promoting transition from school to post-school life for students with disabilities. As described, a growing list of transition practices emerged from the series of three investigations (i.e., Kohler, 1993a; Kohler et al., 1994; Rusch, Kohler, & Hughes, 1992). To facilitate further investigation of these practices, they were structured into five categories and described: (a) career and vocational development; (b) student-focused systematic planning; (c) interagency and interdisciplinary teaming, collaboration, and service delivery; (d) parent involvement in planning, education, and service delivery; and (e) program structure and attributes.

The categories of practices served as a basis for identifying the hypothetical universe of transition practices that formed the concept of interest. Phase I tasks were designed to socially validate the transition practices identified previously and structured in the form of statements, and to generate additional practice statements.

Participants

In concept mapping, it is the thinking of the participant group, the perspective origins, that defines and organizes the concept of interest--in our case, effective transition planning. The construct validity of the conceptual model produced through the concept mapping process is dependent on the validity of the entities generated and structured during the process, that is, those entities identified by study participants as comprising or defining the concept (Grayson, 1992; Linton, 1985). Therefore, in order to establish construct validity, it is essential that the participant group consist of individuals who are knowledgeable of the concept being studied.

To provide construct validity, a national pool of 296 individuals associated with transition research, programs, and or service delivery was identified to participate in the study. Specifically, the following groups were included: (a) authors represented in the 49 documents included in the review of literature[1] (see Kohler, 1993a); (b) OSERS-funded model

demonstration transition project directors; (c) state directors of special education or their designate; (d) state transition systems change project directors; (e) Regional Resource Center directors and transition specialists; (f) staff of relevant information clearinghouses; and (g) research faculty at the Transition Research Institute.

To achieve an understanding of whose thinking generated and structured the conceptual model produced in the study, demographic data on study participants were collected. Of the 296 individuals identified as the participant pool, 207 (69.9%) participated in Phase I.

As illustrated in Table 1, respondents represented 47 states, the District of Columbia, Guam, Puerto Rico, and American Samoa; states not represented included Alaska, Nevada, and Wyoming. Of those responding, 39% were directors of programs, 28.5% represented state-level education agencies, and 38.2% represented four-year colleges or universities; over 95% held a master's, specialist, or doctoral degree. Phase I participants had a mean of 17.8 years of experience working with individuals with disabilities (SD = 7.2, mode = 20) and a mean of 8.4 years of experience pertaining to transition-focused planning, services, or research (SD = 6.1, mode = 10). A majority of respondents (88.9%) based their input about transition practices on their past experience working with individuals with disabilities; 55.1% based their input on research they had conducted. An overview of demographic information pertaining to respondents in each phase of the study is presented in Table 1.

Insert Table 1 about here

As shown, Phase I participants were from all regions of the United States, represented a diversity of organizations, served in a variety of roles, held advanced degrees, and were experienced working with individuals with disabilities--both generally and specifically in the area of transition. These data suggest a heterogeneous group of individuals.

Data Collection

The focus of a structured conceptualization is central to generating ideas and notions--the entities that comprise a concept. Thus, it is the focus, or identified domain of the conceptualization, that guides entity generation. This focus is included in the instructions provided to participants as they begin the task of generating the conceptual domain. The focus that guided Phase I data collection was determined by the purpose of this study: to identify and organize practices perceived effective in promoting transition from school to community for youths with disabilities. By explicitly articulating the focus, ideas and notions representing transition practices as conceptualized by study participants could be collected. The process of concept generation was conducted with a survey instrument through the mail.

The survey packet included a letter, a page of instructions, an eight-page questionnaire, and a return envelope. Pages 1 and 2 of the questionnaire requested demographic information pertaining to the respondent and the respondent's roles and experiences. The transition practices generated in the three investigations (see Kohler, 1993a; Kohler et al., 1994; Rusch, Kohler, & Hughes, 1992) were listed by category on pages 3 through 7. Respondents were asked to: "Read the statements within each category. Then (1) place and "x" by those practices you feel should be included in a comprehensive list of best practices associated with transition services, and (2) in the space provided, list any other practices that you feel should be included on such a list." Respondents were instructed to use the back of the page if necessary. On page 8, space was provided to suggest additional categories and associated transition practices.

Approximately one week after the specified return date, a follow-up letter and duplicate survey packet were mailed to all individuals who had not responded. Of the 207 responses, 36.2% were received after the follow-up letter was mailed.

Data Analysis

As they were received, survey responses were entered into a SAS data file in the University of Illinois' mainframe system. Descriptive statistics were generated for the 207 respondents for each demographic variable on the survey instrument. In addition, frequency counts for

practices selected to be retained in each category were tabulated and lists of additional practices suggested by respondents for each of the five categories were generated.

Practices that were socially validated by less than 50% of the respondents were subsequently deleted from each category. These included three practices from Category 1 (simulated business environment in classroom, job club, and participation in a vocational student organization) and one practice from Category 5 (qualifications of staff documented). Content analysis techniques were used to organize and clarify the lists of suggested practices in each category. For example, within categories, suggested practice statements were grouped together based on the primary topic or idea. Subsequently, redundant statements were removed. In some cases, similar statements were combined or reworded to present a single thought. Two categories were renamed to reflect suggestions generated by Phase I responses. Also, at the suggestion of many respondents, most references to parent involvement or participation were expanded to reflect family involvement. Finally, statements were structured to be syntactically parallel. A final list of statements was developed for each category and each statement was assigned an identifying number. Descriptions of the transition practices categories and titles before and after Phase I are listed in Table 2.

Insert Table 2 about here

Phase II: Structuring the Transition Practice Statements

The purpose of Phase II was to structure the five sets of transition practice statements so as to develop estimates of conceptual similarity or relatedness. Simply, we wanted to develop an organized arrangement of the transition practice statements based on participants' perceptions of the relationships between and among the statements. The structuring process consisted of

three tasks: (a) rating the practices statements for importance, (b) sorting the practices into groups, and (c) graphically representing the practices in the form of concept maps.

Participants

The 207 individuals who participated in Phase I were mailed the packet of materials prepared for Phase II. Ninety-one responses were received, representing a 44% response rate. To determine differences between individuals who did and those who did not participate in Phase II, categorical demographic data for each group were compared using Chi-square analyses. No significant differences were detected for any demographic variable (a = .01) between Phase I participants who did and those who did not participate in Phase II. Years of experience were analyzed using t tests; again, no significant differences were detected (a = .01). Phase II responders had 17.5 years of experience in general, and 7.8 years of experience related to transition planning. Thus, the individuals who structured the concept of transition planning practices were an experienced group, who represented a diversity of organizations, performed in a variety of roles, and worked with a broad range of individuals with disabilities.

Data Collection

Phase II materials included a letter, instructions, a color-coded rating instrument for each category of practices, five stacks of color-coded cards containing the numbered transition practice statements, a color-coded instrument corresponding to each category for recording sorted groups of transition practice statements, rubber bands, and a return envelope.

Participants were asked to rate the transition practice statements within each category for importance on a 1-to-4 scale, where 1 = least important, 2 = somewhat important, 3 = very important, and 4 = most important. Participants were instructed to define importance in terms of their own perception of each practice's degree of importance in preparing students with disabilities to attain positive post-school outcomes.

Participants were then instructed to sort the transition practices statements within each category into groups using the color-coded stacks of cards. Each transition practice statement was recorded on an individual card and identified by a number; practices within each of the

five practice categories were recorded on cards of the same color. Participants were asked to sort the practices statements into groups (piles) according to similarity, that is, to sort the practices in whatever way made sense to them. The instructions noted that four restrictions applied: (a) categories (colors) of cards could not be mixed; (b) within each category, there could not be only one pile of cards; (c) an item could not be placed in two piles simultaneously; and (d) every statement could not be placed into a separate pile, although some statements could be sorted by themselves when it made sense to do so. Participants were asked to use the color-coded recording instruments to record the number of each practice statement in each pile and to assign a brief label or name to each group of practices. Finally, they were asked to place a rubber band around each pile of cards, which represented the raw data, and to return all materials in the envelope provided. Approximately three weeks after the requested return date, a follow-up letter was mailed to those who had not responded. Of the 91 responses, 34% were received after the follow-up letter.

Data Analysis

The sort data (groupings of transition practice statements) were entered into a statistical software program (The Concept System; Trochim, 1989b). For each category of practices, each participant's sort data were structured into a binary similarity matrix and individual matrices were aggregated to produce a total matrix of sort data. This matrix reflected how the total group of Phase II participants organized the practices statements within categories. A high value associated with any two statements indicated that many of the participants placed that pair of statements together in a pile, implying similarity; a low value signified that those statements were seldom grouped together, thus implying dissimilarity.

A nonmetric multidimensional scaling (MDS) (Kruskal & Wish, 1978) was then conducted with the sort data for each category. This analysis located each transition practice statement as a separate point on a map; points were plotted according to each statement's proximal similarity to all other statements. As an example of this graphic representation, the point map for the Student Development category of practices is presented in Figure 1. Transition practices

situated close to each other were sorted together frequently by Phase II participants; statements further apart were grouped together less frequently.

Insert Figure 1 about here

Next, a hierarchical cluster analysis (Aldenderfer & Blashfield, 1984; Everitt, 1980; Trochim & Linton, 1986) was conducted on the multidimensionally scaled outcome coordinates. This analysis was used to partition the individual practice statements into clusters of practices that reflected similar concepts. Beginning with the assumption that all the statements within each category comprised a single category, the statements were successively partitioned into smaller and smaller groups (Grayson, 1992; Linton, 1985). Although larger groups of practices were subdivided into smaller groups during the iterative process, practices were never recombined again in subsequent stages.

A number of cluster "solutions" were prepared for each category, ranging from three to nine clusters of practices. Solutions with fewer clusters tended to represent more general groupings of the practices, whereas a higher number of clusters indicated a higher degree of cohesiveness. The final cluster solution is based upon the interpretation of cluster meaning and depends largely on the degree of generality desired in the particular situation (Trochim & Linton, 1986). Final cluster solutions were identified for each category of practices, and cluster labels were developed, based in part on the pile names suggested by participants during the sorting process. As an example, the labeled cluster map for the Student Development category of practices is presented in Figure 2. The numbers of clusters across categories ranged from four to six.

Insert Figure 2 about here

The mean importance ratings for each transition practice statement and for each cluster were computed and represented graphically. Mean cluster ratings were based on the mean rating of the individual statements within each cluster, thus indicating which clusters had relatively high and low importance as perceived by Phase II participants. An analysis of variance (Kirk, 1982) was conducted to determine if mean ratings among the clusters within each category differed significantly; post hoc analyses were conducted using Tukey's Studentized Range (HSD) test to determine which clusters differed significantly.

Phase III: Evaluation of the Model

The purpose of Phase III was to evaluate the conceptual model of transition practices developed through the sorting activities of Phase II. Specifically, evaluation focused on social validation of the model and external validity. The conceptual model was evaluated by study participants and through statistical analysis.

Participant Evaluation

Participants. Phase III materials were mailed to the 207 individuals who participated in Phase I. A total of 91 people responded (44%). Of these, 32 (35%) had participated in Phase I only. The remaining 59 (65%) had participated both in Phases I and II; they represented 65% of the group of Phase II respondents. To determine if differences existed between the Phase III responders and those who responded in each of Phases I and II, Chi-square analyses were conducted on the categorical demographic data collected during Phase I; years of experience were analyzed using *t* tests. No significant differences (a = .01) were detected for any demographic variable, including years of experience. Phase III participants had 18.7 years of experience with individuals with disabilities and 7.6 years of experience related specifically to transition.

Data collection. Phase III materials included (a) a letter, (b) instructions, (c) color-coded materials for each category, and (d) a return envelope. Materials for each category consisted of a list of transition practice statements, a point map, unlabeled and labeled cluster maps, a

cluster list with mean rating values for each statement and cluster, a cluster rating map, and an evaluation instrument. A general evaluation instrument for the study in general was included as well.

Participants were instructed to examine sequentially the materials for each category of practices and to complete a one-page evaluation instrument. The first five questions involved a 5-point Likert-type scale (1 = low degree, 5 = high degree) and pertained to respondents' perceptions about (a) whether the way the practices were organized made sense, (b) support for the maps as a good working model, (c) agreement with the importance ratings, (d) usefulness of the results, and (e) agreement with the cluster names. In addition, open-ended questions asked for alternate suggestions for cluster names and provided an opportunity for comments. Finally, the one-page general evaluation asked respondents for likes and dislikes about the study process and results, uses for the information generated, preferred formats for dissemination, and comments.

A follow-up letter was mailed approximately 10 days after the requested return date to individuals who had not responded. Thirty-six (39.6%) of the 91 responses were received subsequent to mailing the follow-up letter.

Data analysis. Descriptive statistics were calculated for responses to Questions 1-5 by category of practices. In terms of the open-ended questions for each category and for the general evaluation instrument, the content of each response was analyzed and similar responses were grouped together.

Statistical Evaluation

Analyses of the internal consistency of the rating data were conducted to determine if Phase II participants rated items for importance within clusters consistently, even though rating and sorting were independent tasks. Through these analyses, the "fit" of specific practices (with respect to relative importance) with other practices within clusters was investigated. This information would serve to indicate whether the rating value of one practice statement might be "predicted" by the value of other practices within the same group, and thus indicate the

degree of cohesiveness of the practices within clusters, relative to importance. To measure the degree of internal consistency within clusters, Cronbach's alpha (Cunningham, 1986) was computed for each cluster by category.

To investigate "generalizability" of the conceptual model beyond the Phase II participants who generated the sort data, Phase III responses were analyzed according to subgroups of participants. Typically, only those who participate in the sorting procedure are involved in evaluating the emergent model developed through the multidimensional scaling and clustering process (see Kohler, 1993b; Galvin, 1989; Linton, 1985; Mannes, 1989; Trochim, 1989a). Since the purpose of this study was to generate a conceptual model that would be useful to practitioners, policymakers, and researchers in the field, those who participated in Phase I only, as well as those who participated in both Phases I and II, were included in Phase III. Means of Phase III responses for each of these groups, for Questions 1-5 in each category, were analyzed using *t* tests.

Results

Table 3 presents the means and standard deviations of Phase III responses for each category of practices. In general, respondents indicated agreement with each of the five questions from a moderate to a moderately high degree. With respect to organization of the practices, means across categories ranged from 3.85 to 4.30. Pertaining to the concept maps as a good working model, means ranged from 3.60 to 3.73. Means related to agreement with the importance ratings ranged from 3.72 to 3.89. With respect to usefulness of results, means ranged from 3.47 to 3.61. Finally, for agreement with the suggested cluster names, means ranged from 3.45 to 4.00.

Insert Table 3 about here

Based on the open-ended responses of Phase III participants, several modifications were made to cluster names and, in the Student Planning and Family Involvement categories, to

cluster organization. Respondents indicated that the greater number of clusters did not increase cluster cohesiveness and that sufficient detail was generated by the three-cluster solution. Consequently, the number of clusters in each of these categories was reduced from five to three. Figure 3 illustrates the five categories and final cluster arrangements within each category.

Insert Figure 3 about here

With respect to the study in general, 73 Phase III respondents (80%) identified specific things that they liked about the process utilized in the study. Many comments focused on the sorting and rating processes and the comprehensiveness of the model. Specifically, respondents noted that although challenging intellectually, the sorting process was rewarding, particularly the process of working from detail to general model. Sixty-six participants (72.5%) reported something they disliked about the study process; of these, 41 commented about the amount of time required to perform the sorting and rating processes.

With respect to the results of the study, 76 respondents (83.5%) specified aspects they liked. The majority indicated that they liked the organization of the practices as portrayed through the graphic representation of categories, clusters, and practices. Finally, 85 Phase III participants (93.4%) identified specific uses for the information generated by the study. These included (a) curriculum and program development; (b) strategic planning and budget development; (c) identification of priorities; (d) organization of information for faculty and students; (e) organization of services; (f) program expansion, replication, and evaluation; (g) subject matter in both preservice and graduate curricula; and (h) a research model.

Tables 4 through 8 present the transition practice statements, final cluster arrangements, and mean statement and cluster ratings for each of the five categories. Within Category 1--Student Development--47 practices were identified and organized into six clusters: Life Skills Instruction, Employment Skills Instruction, Career and Vocational Curricula, Structured Work Experience, Vocational Assessment, and Accommodations and Support. On a scale of 1-4,

Structured Work Experience received the highest mean cluster rating (3.12). For the Student Development category, the highest rated practices included self-determination skills training (3.48), identification and development of accommodations (3.43), identification and development of natural supports for all transition outcome areas (3.43), and job matching (3.40).

Insert Table 4 about here

In Category 2--Student-focused Planning--43 practices were identified and organized into three clusters: IEP Development, Student Participation, and Accommodations and Planning Strategies. Student Participation received the highest mean rating (3.40) and included the practices rated highest across the category: student participation in planning (3.80), student involvement in decision making (3.78), student-centered planning process (3.77), planning decisions driven by student and family (3.71), and self-determination facilitated within the planning process (3.55).

Insert Table 5 about here

For Category 3--Interagency and Interdisciplinary Teaming, Collaboration, and Service Delivery--39 practices were identified and organized into five clusters: Individual-Level Planning, Interorganizational Framework, Collaborative Service Delivery, Organization-Level Planning, and Human Resource Development. Individual-Level Planning received the highest mean rating (3.51) and also included the highest rated practices across the category: an interdisciplinary transition planning team (3.70), a student- and family-centered approach to planning and service delivery (3.68), agency contact with the student, and referral to adult service providers prior to the student's exit from school (3.60 each).

Insert Table 6 about here

In Category 4--Family Involvement--34 practices were identified and organized into three groups: Family Training, Family Involvement, and Family Empowerment. Family Training featured the highest mean cluster rating (3.23). The practices rated highest across the category included parent/family attendance at the IEP meeting (3.82), information to parents/families provided in their ordinary language (3.78), active parent/family participation in the planning process (3.71), parents/families presented with choices (3.67), and parents/families exercise decision making (3.51).

Insert Table 7 about here

Finally, in Category 5--Program Structure and Attributes--49 practices were identified and organized into six clusters: Program Philosophy, Program Policy, Strategic Planning, Program Evaluation, Resource Allocation, and Human Resource Development. The mean rating of this category of practices (3.21) was greater than all other categories. Within this category, Program Philosophy featured the highest cluster mean (3.41). The highest rated practices included student/family role in program planning (3.66); sufficient allocation of resources (3.58); flexible programming to meet student needs (3.55); administrative, school board, and community support for the program (3.54); and qualified staff (3.53).

Insert Table 8 about here

Table 9 presents the Cronbach alpha values for each cluster of transition practice statements within each of the five categories. Within categories, alphas ranged as follows: (a) Student Development, .63 to .76; (b) Student-Focused Planning, .76 to .87; (c) Interagency Collaboration,

.45 to .86; (d) Family Involvement, .81 to .87; and (e) Program Structure and Attributes, .65 to .85. Using the Spearman-Brown prophecy formula, alpha' was computed to identify the expected reliability coefficient if all clusters across all categories contained the same number of practices. Using the alpha' coefficients, comparisons among clusters are possible since the number of items within clusters has been equalized (see Table 9). Alpha and alpha' provide an indication of the internal consistency of each cluster with respect to the mean rating values.

Insert Table 9 about here

To investigate generalizability of the conceptual model beyond those who sorted the transition practice statements, means for Phase III responses were computed for two groups: those who participated in Phase I only (n = 32) and those who participated in both Phases I and II (n = 59). Results of t tests indicated that no significant differences existed (a = .01) in the responses of the two groups on any question in any category. Further, as mentioned, chi-square analyses and t tests indicated that with respect to the demographic variables, no differences existed between the respondents of each phase of the study.

Results from the analysis of variance showed significant differences (a = .05) in mean rating values of clusters within each of the five categories. Further, post hoc analyses indicated significant differences between specific clusters. Table 9 includes the results from the ANOVA and Tukey's Studentized Range (HSD) Test. Within the Student-Focused Planning category, the mean rating of the Student Participation cluster was significantly higher than either of the other two clusters. Within the Interagency Collaboration category, the mean rating of the Individual-level Planning cluster was significantly higher than any of the other five clusters.

Discussion

During Phase I of this study, a national group of 207 individuals participated in a modified conceptual mapping procedure to extend the list of transition practices identified in three

previous investigations. During Phase II, participants rated the practices for importance and sorted the practices into groups in whatever way made sense to them. The sort data, in turn, were used to produce concept maps of the transition practices; that is, graphic representations of a conceptual organization of practices, based on the perceptions of study participants. In other words, a conceptual model of transition practices was developed with the input of a national group of individuals with expertise in the area of transition.

The conceptual model features five categories of transition practices: Student Development, Student-Focused Planning, Interagency Collaboration, Family Involvement, and Program Structures and Attributes (see Figure 3). Within each of these categories, numerous practices were identified, organized, and rated for importance (see Table 8).

The conceptual model of transition practices developed in this study directly extends previous work related to transition theory by identifying specific transition practices, issues, and program attributes. By linking transition theory with transition practice, this emergent model focuses on program planning, implementation, and evaluation. By comparison, previous models served to articulate transition-related outcomes, supporting activities, and general processes, but focused primarily on theory and conceptualization. Thus, the taxonomy developed in this study extends theory by providing substance within an agreed-upon conceptual framework.

The taxonomy is supported by evidence of internal and external validity. With respect to internal validity, the practices within the model were evaluated based on the criteria proposed by Peters and Heron (1993). They are associated with positive student outcomes, have a sound basis in theory, are supported in the literature, and have been socially validated by a national group of transition experts. Further, empirical support exists for particular practices.

Construct validity of the conceptual model produced through the mapping process is dependent upon the participants' knowledge of the concept being studied. Participants in this study consisted of individuals with diverse backgrounds from across the United States, responsible for planning, implementing, and evaluating transition-related education and

services. They had approximately 18 years of experience working with individuals with disabilities and 8 years of experience specifically associated with transition. Over 90% of the participants held a master's degree or greater. Most of the respondents (88.9%) based their input in this study on their past experience with individuals with disabilities; over 55% based their input on research they had conducted. Thus, participants were knowledgeable and experienced about the concept being studied.

Support for external validity is provided by analyses of respondent demographic characteristics for each phase of the study. Chi-square analyses and *t* tests revealed that across each phase of the study, no significant differences existed among the respondents for any demographic variable. Thus, even though respondents "volunteered" to continue their participation, those who did and those who did not participate in Phases II and III did not differ significantly from those who participated in Phase I, nor from each other. Strong support for external validity was generated by the analysis of Phase III responses by subgroups of responders. Means of Phase III responses of those who generated the conceptual model (i.e., those who participated in both Phases I and II) did not differ significantly from those who participated in Phase I only. Thus, social validation of the conceptual model was supported equally by those who did and those who did not participate in the sorting and rating processes. This is important, because each individual has his or her own perception of the relative importance of each practice and of how the practices should be organized. Through this study, therefore, a conceptual model of the group's perception of importance and organization was produced. The group model was subsequently validated during Phase III by those who developed it and by those who did not. Thus, support for the model should extend beyond those who participated in its making.

Reliability of the model was investigated also. As indicated by the analysis of internal consistency, the cluster arrangements within each of the five categories were reliable with respect to the rating values (see Table 9). In previous work, Kohler (1993b) investigated the

reliability of the concept mapping process. The reader is referred to this work for a detailed analysis and discussion of the reliability of the process.

The results of this investigation should be interpreted with some limitations in mind. The initial participant group was not randomly selected from the population of those involved in transition-related education and service delivery. However, it was, purposively selected to provide for construct validity. Future investigations should include student, family, and teacher perceptions, as these groups were not specifically represented in the sample identified for this study.

With respect to response rates, Phase I participants represented 70% of the sample selected for the study; Phase II represented 44% of the Phase I group; Phase III represented 65% of the Phase II group specifically and 44% of the Phase I group. Thus, Phase III participants represented only 30.7% of the original sample, a percentage generally considered low (Borg, 1987).

This limitation is minimized, however, when the study is examined by phases. During each phase, a sufficient number of individuals participated in the required tasks. For example, the Phase I response rate (70%) is in the range generally considered acceptable in survey research (Borg, 1987). During Phase II, 91 people (44%) participated in sorting and rating tasks. Rosenberg and Kim (1975) reported that generally, sort data generated by 20 participants are relatively stable and that a sample size of 30 or greater is more than adequate to ensure stability. Also, based on the chi-square analyses of demographic variables for Phases I, II, and III participants, it appeared that each group of participants was similar and that no selection bias existed with respect to those who chose to participate.

Implications

Since the Individuals with Disabilities Education Act of 1990 (IDEA) required transition planning for youths with disabilities, practitioners have sought clear, concise prescriptions shown to result in better programs, positive student outcomes, and increased consumer

satisfaction. The taxonomy developed through this study can provide a framework for designing educational programs that reflect a transition perspective for students with disabilities. The taxonomy presents an arrangement of transition practices and program attributes, organized in a way that makes sense to a diverse group of individuals. As such, it has direct implications for transition-related program development and organization of secondary education.

The importance ratings that emerged in this study send a strong message about practices that we may want to give particular attention--practices associated with self-determination and with student and family involvement in transition-focused IEPs. Thus, across all five categories, the highest rated practices included (a) student participation in planning; (b) student involvement in decision making; (c) planning process is student-centered; (d) planning decisions driven by student and family; (e) individual planning team includes student, parents, school personnel, and appropriate related or adult services personnel; (f) parent/family attendance at the IEP meeting; (g) active parent/family participation in the planning process; and (h) information to parents/families provided in their ordinary language. In the Student-Focused Planning and the Interagency Collaboration categories, the mean ratings of the Student Participation cluster and Individual-Level Planning cluster, respectively, were significantly higher than any other clusters within the categories. These practices are central to implementing a transition perspective and will require many schools to reconfigure their IEP process.

Individualized planning is the key to matching students' educational program and school experiences to their post-school goals. Theoretically, an individualized education program (IEP) was intended to serve as a means of adapting education to meet the needs of students. In essence, "the IEP has been the cornerstone of special education policy" (Martin, Marshall, & Maxson, 1993, p. 53). However, over the years, individual planning has been characterized by disability-based planning with little student involvement.

The IDEA requires that a statement of needed transition services be included in a student's IEP beginning at age 16, and at age 14 when considered appropriate. In defining transition

services, the legislation focuses on outcomes, activities, students' preferences and interests, and student, parent, and service provider involvement. The planning vehicle is the individual education program. A comprehensive approach to developing outcome-focused educational programs must address the IEP document and process, student and family participation, and accommodations and planning strategies. Student participation in this process is essential, and self-determination skills may be fundamental for participation.

According to Wehmeyer (1992), the construct of self-determination includes "the attitudes and abilities required to act as the primary causal agent in one's life and to make choices regarding one's actions free from undue external influence or interference" (p. 305). Common elements of definitions of self-determination include attitudes and skills, goals, and choices relevant to decisions that affect one's future--all aspects related to a student's participation in the development of outcome-based educational programs (see Schloss, Alper, & Jayne, 1993; Stowitschek, 1992; Ward, 1988; Wehmeyer, 1992).

Wehmeyer (1992) proposed that one reason for poor quality of life after exiting high school is that students in special education lack self-determination skills and infrequently have opportunities to experience self-determination. As a result, educators must begin to take responsibility for giving students opportunities to experience self-determination. Van Reusen and Bos (1990) warned, "If special educators plan and carry out instructional activities without involving or considering the adolescent's perceptions and priorities, they may be minimizing the student's self-determination" (p. 30).

Field, Hoffman, Sarvilowsky, and St. Peter (1994) and The Arc (1994) found that students showed improvements in skills associated with self-determination after completing self-determination project curricula. The University of Colorado at Colorado Springs (1991) developed curricula through which students learned to direct their individualized education program staffing. Initial findings indicated that students in the program participated in IEP activities at much greater rates and identified more IEP goals than peers in control groups (J. Martin, personal communication, April, 1994). Similarly, after developing a strategy to train

students and their parents to actively participate as partners in the IEP process, Van Reusen and Bos (1994) reported that strategy-instructed students identified more goals and communicated more effectively during the conferences than did students in the contrast group.

Thus, issues related to student participation in transition planning include the concept of self-determination. Related to self-determination, students must develop skills associated with self-evaluation, problem solving, reviewing choices, and making decisions. Further, they must have opportunities to practice and apply these skills in relation to decisions about their future, particularly their post-school goals and educational objectives.

The underlying purpose of the IEP is to specify the goals and objectives of a student's educational program and the mechanisms for achieving and evaluating progress. The IEP document should reflect activities and services relevant to achieving the post-school goals, as well as the persons or agencies responsible for conducting the activities and providing the services. Further, the IEP should reflect student needs and interests and be based upon assessment information, that reflects the student's current level of functioning. There is a fundamental relationship between the IEP content as reflected in the document, assessment data on student abilities and interests, the educational activities in which a student participates, and student outcomes. However, research indicates that all too often, one or more of these variables are missing in the IEP document.

Trach (1995) reviewed 486 IEPs of transition-aged students, including 258 written for the 1992-93 school year and 228 for the 1993-94 school year. In general, specific activities associated with transition-related goals were not identified in IEP documents. Stodden, Meehan, Bisconer, and Hodell (1989) found similar results after reviewing the educational records of 127 secondary education students. Regardless of students' specified disability level (i.e., mild, moderate, or severe), there was no significant difference in the number of IEP vocational goals and objectives written before and after vocational assessment was conducted (Stodden et al., 1989). These authors also noted that student IEPs included few vocational objectives, and those that existed were vague. Further, in each school investigated, "nearly every student, regardless

of handicapping condition or level of programming need, had identical IEP vocational goals and objectives" (Stodden et al., 1989, p. 35).

In a follow-up study of students with disabilities in Oregon and students with and without disabilities in Nevada, Benz and Halpern (1993) identified significant discrepancies between identified student needs and services provided to students with disabilities prior to their leaving school. Specifically, their findings indicated that (a) students with mild mental retardation were reported to have the greatest number of needs related to transition planning; (b) 25%-50% of all identified needs for students with disabilities were not addressed at all during the transition planning process; (c) one third to one half of students' unmet needs occurred in the areas of remedial academics, social skills, vocational training, postsecondary education, and independent living skills; and (d) students with learning disabilities and emotional disabilities were most likely to present unmet transition needs when they left school (Benz & Halpern, 1993).

If we expect to improve the adult outcomes of individuals with disabilities, it is essential that we improve the IEP process and IEP content (Benz & Halpern, 1993; Edgar & Polloway, 1994; Martin et al., 1993; Stodden et al., 1989). Educators must begin early to assist and guide students in developing appropriate education programs based on individual transition goals (Newman & Cameto, 1993). As required in the legislation, educational program planning must become outcome- rather than disability-focused (Edgar & Polloway, 1994; Wehman, 1992). As a student's IEP is the primary vehicle for identifying educational objectives, activities, services, and service providers, educators must reform the IEP process to include student involvement to ensure the development of relevant assessment information and identification of valued and attainable post-school goals.

It is also important to note that the category Program Structures and Attributes received the highest mean rating of the five categories in the model. In order to achieve student development, conduct individual planning, and facilitate collaboration and family involvement, schools and programs must be organized in a way that promotes these activities. Stodden and

Leake (1994) noted that past attempts to include transition planning and services in educational programs have met with resistance and have achieved limited success because they have been "hampered by a pervasive tendency to add programs to the core of the education system, rather than infusing essential changes into the core itself" (p. 65). These authors suggested that by infusing a transition perspective into our educational system,

> We would not need more add-on programs with new personnel to assess, plan, and teach, because instruction in the science and English classrooms and the vocational shops would be focused on post-school outcomes through an integrated continuum of steps. Transition values would guide the decision-making of teachers regarding, most importantly, why they teach what they do: to prepare students for the day when they leave the school system, whether that is one year or twelve years down the road. Once the why of teaching is established, it guides what, when, where, and how to assess, plan, and teach, and for exceptional students this implies an individually tailored continuum. (p. 69)

Program structures and attributes associated with outcome-based education and expanded curricular options include community-level strategic planning, cultural and ethnic sensitivity, a clearly articulated mission and values, qualified staff, and sufficient allocation of resources--attributes similar to those identified by Peters and Waterman (1982) as characterizing excellent American businesses and identified by Foss (1991) as being important aspects of excellent schools. Transition-oriented schools must focus also on systematic community involvement in the development of educational options, community-based learning opportunities, systematic inclusion of students in the social life of the school, and increased expectations related to skills, values, and outcomes for all students (Edgar & Polloway, 1994).

Future research is needed to establish further evidence in support of specific practices within the taxonomy. Specifically, we must focus on identifying particular strategies associated with each practice and subsequently assess effectiveness within a specific context. We must also investigate what strategies are most effective for particular students within a particular context.

Further, research must continue to address ways to develop student skills, organize planning and instruction, incorporate assessment, and facilitate collaboration and family involvement.

As we move to develop school-to-work systems, we must also investigate the nature of structured work experience, the highest rated cluster in the Student Development category. Research indicates that employment during high school is associated with post-school employment (D'Amico, 1991; Hasazi et al., 1989; Hudson, Schwartz, Sealander, Campbell, & Hensel, 1988; Mithaug et al., 1985; Sitlington, Frank, & Carson, 1992). In addition, paid work experience in high school is negatively associated with the average number of days absent and course failure (Wagner, Blackorby, & Hebbeler, 1993). Some authors, however, have suggested that working too many hours in specific types of employment during high school may have negative effects on student attendance and perceptions of work (Greenberger & Steinberg, 1986; Lichtenstein, 1993).

In addition, work must be done to investigate what, when, and how students with disabilities are educated in regular classrooms. Although positive outcomes for students with and without disabilities who participate in inclusive classrooms have been identified (Giangreco et al., 1993; Janney, Snell, Beers, & Raynes, 1995), some authors have shown that some students in general education settings fail to attain the desired achievement outcomes (Zigmond et al., 1995). As suggested by Polloway, Patton, Epstein, and Smith (1989), our educational programs must balance curricular needs with the need for maximum interaction between students with and without disabilities.

We must also investigate the inclusion of "best practice" research in our preservice and inservice personnel preparation programs across a number of disciplines. For example, Ayers et al. (1994) suggested that staff development activities are an essential part of the process of implementing most promising practices. Thus, a primary task of personnel preparation programs is to help teachers bridge the gap between research and practice (Baumgart & Ferguson,1991). An examination of state certification requirements and corresponding

personnel preparation curricula should reflect competency development that supports implementation of transition-focused educational programs.

Further, in order to assess the effectiveness of particular program components and strategies, researchers must form working partnerships with educators. Too often, the effectiveness of educational programs and strategies is not evaluated with respect to short- or long-term outcomes. To identify effective practice requires assessment of interventions as well as targeted outcomes--assessment that may appear to require too much time, effort, or money by those who are already overwhelmed by the everyday demands of teaching, planning, and record keeping.

Model demonstration transition projects are required to evaluate their programs, yet evaluation quality and integrity vary vastly from one project to another (Rusch, Kohler, & Hughes, 1992). In recent efforts to identify strategies for implementing practices in the taxonomy supported by evidence of effectiveness, this author requested "nominations" from participants of this study. The nomination instrument requested a program description, targeted outcomes, evaluation methods, and evaluation findings. Approximately one fourth of the 44 responses included specific evaluation information that documented the effectiveness of the program or strategy. During numerous telephone conversations, respondents indicated that they were doing a lot of "neat" things, but that they were not specifically evaluating either interventions or outcomes. If we want to improve the post-school outcomes of individuals with disabilities, program evaluation and intervention research must become an integral component of our educational efforts.

Finally, we must continue to address issues of cultural diversity and ethnic sensitivity and the problems created by both rural and urban settings. Education occurs within the context of our society, and as the face of that society changes, so must our educational systems. By adopting a transition perspective to our educational programs, we can address the needs and goals of individual students within the context of their communities and investigate and develop responsive, sensitive, effective educational systems.

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Footnotes

[1] Eighty-three authors were represented in the literature review; a mailing address was identified for 64 authors, who were subsequently included in the participant pool.

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Table 1

Demographic Variables for Participants in Phases I (n = 207), II (n = 91, and III (n = 91)

Demographic Variable	Phase I n	Phase I %	Phase II n	Phase II %	Phase III n	Phase III %
Title						
Director	81	39.1	28	32.9	34	37.0
Coordinator	31	15.0	13	15.3	13	14.1
Professor	37	17.9	15	17.7	16	17.4
Consultant or counselor	25	12.1	13	15.3	13	14.1
Administrator or supervisor	7	3.4	4	4.7	2	2.2
Other[a]	26	12.5	12	14.1	14	15.2
Type of Organization Represented						
Secondary-level school	5	2.4	0	0	2	2.2
Vocational rehabilitation services office	5	2.4	1	1.2	1	1.1
State-level educational agency	59	28.5	28	32.9	31	33.7
State-level vocational rehabilitation agency	9	4.3	3	3.5	3	3.3
Federal agency	2	1.0	0	0	0	0
Regional Resource Center	9	4.3	4	4.7	2	2.2
Four-year college or university	79	38.2	31	36.5	29	31.5
Other[b]	56	27.1	26	30.6	28	30.4

Table 1 (cont'd)

Demographic Variable	Phase I n	Phase I %	Phase II n	Phase II %	Phase III n	Phase III %
Role that best describes respondent's position						
Direct service provider	28	13.5	10	11.8	14	15.2
Program administrator	121	58.5	48	56.5	59	64.1
College-level instructor	41	19.8	14	16.5	11	12.0
Researcher	54	26.1	22	25.9	23	25.0
Other[c]	35	16.9	17	20.0	15	16.3
Respondent is currently associated directly with an OSERS-funded transition project[d]	127	61.4	54	58.7	54	58.7
Respondent's highest level of education						
High school diploma	1	0.5	1	1.2	0	0
Bachelor's degree	9	4.3	6	7.1	6	6.5
Master's degree	99	47.8	43	50.6	49	53.3
Specialist's degree	13	6.3	6	7.0	4	4.3
Doctoral degree	85	41.1	29	34.1	33	35.9
Field where majority of respondent's general experience working with individuals with disabilities has occurred						
General education	13	6.3	6	7.1	7	7.6
Special education	135	65.2	56	65.9	56	60.1
Vocational education	20	9.7	7	8.2	8	8.7
Rehabilitation	55	26.6	20	23.5	26	28.3
Business	4	1.9	3	3.5	2	2.2
Other[e]	26	12.6	12	14.1	11	12.2

Table 1 (cont'd)

Demographic Variable	Phase I n	Phase I %	Phase II n	Phase II %	Phase III n	Phase III %
Disabilities represented by the individuals with whom respondents had worked with respect to transition						
Deaf	101	48.8	45	52.9	48	52.2
Deaf-blind	77	37.2	36	42.4	39	42.4
Hearing impairment	116	56.0	51	60.0	56	60.9
Mental retardation	162	78.3	67	78.8	72	78.3
Multihandicapped	148	71.5	63	74.1	66	71.7
Orthopedic impairment	131	63.3	56	65.9	59	64.1
Other health impairment	103	49.8	43	50.6	49	53.3
Severe emotional disturbance	129	62.3	53	62.4	56	60.9
Specific learning disability	155	74.9	61	71.8	68	73.9
Speech impairment	104	50.2	46	54.1	51	55.4
Visual handicap	116	56.0	49	57.7	52	56.5
Autism	103	49.8	48	56.5	50	54.4
Traumatic brain injury	102	49.3	44	51.8	45	48.9
Other[f]	33	15.9	13	15.3	14	15.2
Basis for respondent's input pertaining to transition practices						
Past experience working with individuals with disabilities	184	88.9	78	91.8	84	91.3
Research respondent had conducted	114	55.1	45	52.9	50	54.4
Literature respondent had read	180	87.0	76	89.4	82	89.1
Other[g]	57	27.5	26	30.6	24	26.1

Note. Every respondent did not respond to every question; in addition, for some questions, participants indicated more than one response. Percentages are based on the number of responses to each question.

[a]Included titles such as research associate, specialist, and program manager.

Table 1 (cont'd)

[b]Included organizations such as two-year and community colleges, non-profit agencies, and educational service units.
[c]Included roles such as providing technical assistance, training, and program development.
[d]22 of the 127 respondents represented State Systems Change Projects for Transition.
[e]Included fields such as psychology, social work, and supported employment.
[f]Included other disabilities such as mental illness, progressive neurological disorders, and auto-immune disorders.
[g]Included experiences working with parents, educational training, and own experience with disability.

Table 2

Category Descriptions and Titles Before and After Phase I

Category	Title		Description
	Before Phase I	After Phase 1	
1	Career and Vocational Development	Student Development	Practices associated with the individual's vocational and career development
2	Student-Focused Systematic Planning	Student-Focused Systematic Planning	Practices pertaining to planning educational programs and transition services for individual students
3	Interagency & Interdisciplinary Teaming, Collaboration, & Service Delivery	Interagency & Interdisciplinary Teaming, Collaboration, & Service Delivery	Participants and practices related to planning and delivering transition services and programs
4	Parent Involvement in Planning, Education, & Service Provision	Family Involvement in Planning, Education, & Service Provision	Practices associated with parent and family involvement in planning and delivering transition services, including facilitating such involvement
5	Program Structure & Attributes	Program Structure & Attributes	Program practices or features related to efficient and effective delivery of transition services

Table 3

Means and Standard Deviations of Phase III Responses for each Category of Transition Practices

	Student Development		Student Planning		Interagency Collaboration		Family Involvement		Program Structure	
Item	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
The way the transition practices have been organized makes sense to you.	4.30	0.86	3.99	1.00	3.85	1.04	4.18	0.81	4.07	0.96
You support the concept maps as a good working model for transition planning, evaluation, and research.	3.60	1.08	3.66	1.06	3.66	1.09	3.73	1.04	3.63	1.09
You agree with the importance ratings of the transition practices.	3.80	0.91	3.81	0.91	3.72	0.95	3.89	0.90	3.81	1.00
The results of this study will be useful to you.	3.51	1.04	3.50	1.16	3.47	1.17	3.61	1.10	3.49	1.10
In general, you agree with the suggested cluster names.	4.00	0.97	3.80	0.96	3.45	1.19	3.97	0.91	3.92	0.91

Note. Responses were made on a 5-point scale (1 = to a low degree, 3 = to a moderate degree, 5 = to a high degree).

Table 4

Student Development: Transition Practice Statements, Clusters, and Mean Ratings

Cluster	Transition Practice Statement	Mean Rating
Life Skills Instruction		**3.10**
	Self-determination skills training, including goal setting and decision making	3.48
	Self-advocacy skills training	3.39
	Social skills training	3.33
	Community-based independent living skills training	3.29
	Student training to use natural supports	3.28
	Rights and responsibilities training	3.02
	Mobility training	2.98
	Learning strategies skills training	2.91
	"Understanding your disability" training	2.78
	Leisure skills training	2.58
Employment Skills Instruction		**3.07**
	Work-related behaviors training	3.29
	Job-seeking skills training	3.02
	Work attitude and work ethics training	3.07
	Employability skills training	3.03
	Community-based vocational skills training	3.36
	Longitudinal vocational training	2.77
	Vocational skill training	2.95
Career and Vocational Curricula		**2.79**
	Community-referenced curricula	3.16
	Career and vocational curricula infused throughout academic subject areas	3.08
	Vocational training begins by middle school level	2.84
	Longitudinal career education	2.78
	Participation in mainstream vocational class or program	2.70
	Career education curriculum	2.64
	Cooperative education	2.61
	Tech prep curriculum options	2.52
Structured Work Experience		**3.12**
	Job matching	3.40
	Job placement prior to school exit	3.34
	Job placement services	3.29
	Multiple, varied community work experiences	3.28
	Apprenticeships	3.02
	Paid work experience	3.02
	Work study program	2.91
	Job shadowing	2.68

Table 4 (Cont'd)

Cluster	Transition Practice Statement	Mean Rating
Vocational Assessment		**2.86**
	Ongoing assessment	3.07
	Situational assessment	3.04
	Continuous assessment of employment opportunities and job requirements	3.02
	Assessment for assistive technology devices	2.96
	Curriculum-based vocational assessment	2.57
	Vocational assessment portfolios	2.54
Accommodations and Support		**3.08**
	Identification and development of accommodations	3.43
	Identification and development of natural supports for all transition outcome areas	3.43
	Development of environmental adaptations	3.18
	Provision of assistive technology devices	3.11
	Transportation services	3.11
	Use of mentors	2.88
	Infusion of related services into career and vocational development (e.g., OT, PT, speech therapy)	2.87
	Peer mentorships	2.76

Table 5

Student-Focused Planning: Transition Practice Statements, Clusters, and Mean Ratings

Cluster	Transition Practice Statement	Mean Rating
IEP Development		**3.11**
	Educational experiences correspond to specified transition-related goals	3.53
	Specified goals and objectives result from consumer choices	3.46
	Transition-related goals and objectives specified in the IEP	3.32
	Responsibility of participants or agencies specified in the planning document	3.29
	Postsecondary education or training goals and objectives specified in the IEP	3.24
	Vocational goals and objectives specified	3.24
	Progress toward or attainment of goals reviewed annually	3.19
	Community participation goals and objectives specified	3.15
	Postsecondary options identified for each outcome area	3.10
	Medical needs addressed in planning	3.02
	Financial issues addressed in planning	2.99
	Residential goals and objectives specified	2.98
	IEP supported by individual career plan	2.90
	Recreation and leisure goals and objectives specified	2.85
	Transition goals are measurable	2.85
	Guardianship addressed in planning	2.63
Student Participation		**3.40**
	Student participation in planning	3.80
	Student involvement in decision making	3.78
	Planning process is student-centered	3.77
	Planning decisions driven by student and family	3.71
	Self-determination facilitated within the planning process	3.55
	Student self-assessment of preferences	3.51
	Identification of student interests	3.48
	Planning process is student-directed	3.45
	Documentation of student preferences	3.38
	Student self-assessment of interests	3.36
	Student prepared to participate in planning via curricular activities (e.g., communication, interactive skills, etc.)	3.29
	Documentation of student interests	3.21
	Student self-evaluation of his or her progress	3.20
	Student made aware of postsecondary educational institutions and services available	3.12
	Career counseling services provided to student	2.82
	Preplanning activities for students	2.78

Table 5 (cont'd)

Cluster	Transition Practice Statement	Mean Rating
Accommodations and Planning Strategies		3.02
	Transition planning meeting time and place conducive to student and family participation	3.68
	Transition-focused planning begins no later than by age 14	3.24
	Accommodations made for limited-English proficiency	3.20
	Preparation time adequate to conduct planning	3.11
	Meeting time adequate to conduct planning	3.07
	Functional evaluation of student's social abilities	3.02
	Assessment information used as basis for planning	3.02
	Multiethnic and multicultural perspective	2.91
	Functional evaluation of student's physical abilities	2.79
	Functional evaluation of student's cognitive abilities	2.57
	Process evaluation of planning process relevant to fulfillment of responsibilities	2.52

Table 6

Interagency and Interdisciplinary Teaming, Collaboration, and Service Delivery: Transition Practice Statements, Clusters, and Mean Ratings

Cluster	Transition Practice Statement	Mean Rating
Individual-Level Planning		**3.51**
	Individual transition planning team includes student, parents, school personnel, and appropriate related or adult services personnel	3.70
	Student- and family-centered approach to planning and service delivery	3.68
	Agency contact with student occurs prior to student's exit from school	3.60
	Referral to adult service provider(s) occurs prior to student's exit from school	3.60
	Individual transition team leader identified	3.12
Interorganizational Framework		**3.04**
	Established methods of communication among service providers	3.27
	Roles of agencies related to transition service delivery clearly articulated	3.26
	Student information shared among agencies (with appropriate release of information and confidentiality)	3.22
	Transition contact person designated for all agencies	3.19
	Established procedures for release of information among agencies	3.12
	Interagency coordinating body includes employer representation	3.09
	Existence of interagency coordinating body	2.99
	"Lead" agency identified	2.88
	Single-case management system	2.82
	Formal interagency agreement	2.76
Collaborative Service Delivery		**3.09**
	Coordinated delivery of transition-related services	3.49
	Reduction of system barriers to collaboration	3.45
	Shared delivery of transition-related services or training	3.28
	Collaborative planning and service development	3.23
	Delineated fiscal resource sharing	3.03
	Collaborative funding of transition services	3.02
	Duplicative services reduced	3.02
	Collaborative use of assessment data	2.97
	Program information disseminated among cooperating agencies	2.97
	Duplicative requests for information reduced	2.93
	Delineated personnel resource sharing	2.67

Table 6 (Cont'd)

Cluster	Transition Practice Statement	Mean Rating
Organization-Level Planning		**2.95**
	Interagency coordinating body includes consumers and family members	3.56
	Collaborative consultation between special, "regular," and vocational educators	3.23
	Ongoing community-level planning focused on transition-related issues and services	3.17
	Collaboration between postsecondary education institutions and the school district	3.11
	Business and industry involvement in program development	2.99
	Projection of upcoming service needs	2.96
	Transdisciplinary policies and procedures related to transition	2.84
	Community resource directory	2.69
	Annual evaluation of interdisciplinary policy and procedures	2.52
	Transdisciplinary student assessment requirements and processes	2.48
Human Resource Development		**2.94**
	Training activities focused on student and parent empowerment	3.42
	Transdisciplinary staff development activities	2.82
	Training activities for employers	2.58

Table 7

Family Involvement in Planning, Education, and Service Provision: Transition Practice Statements, Clusters, and Mean Ratings

Cluster	Transition Practice Statement	Mean Rating
Family Training		**3.23**
	Parent/family training re: promoting self-determination	3.46
	Parent/family training re: agencies and services	3.35
	Training for parents/families focused on their own empowerment	3.27
	Parent/family training re: advocacy	3.21
	Parent/family training re: transition-related planning process (e.g., IEP, ITP)	3.21
	Parent/family training re: natural supports	3.17
	Parent/family training re: legal issues	2.96
Family Involvement		**3.05**
	Parent/family attendance at IEP meeting	3.82
	Active parent/family participation in planning process	3.71
	Parents/families exercising decision making	3.51
	Parent/family participation in evaluation of individual-level transition planning	3.34
	Parents/family role in natural support network	3.27
	Parent/family involvement in student assessment	3.14
	Parent/family responsibilities relative to transition planning specified	3.13
	Parent/family participation in student's program evaluation	3.02
	Parent/family participation in evaluation of community-level transition planning	3.01
	Parent/family participation in policy development	2.98
	Parent/family participation in service delivery	2.71
	Parents/family members as trainers	2.71
	Parents/family members as mentors	2.58
	Parents/family participation in staff development	2.56
	Parents/family members as volunteer service providers	2.19

Table 7 (cont'd)

Cluster	Transition Practice Statement	Mean Rating
Family Empowerment		**3.15**
	Information to parents/families provided in their ordinary language	3.78
	Parents/families presented with choices	3.67
	Flexible planning meeting times	3.38
	Provision of interpreters	3.36
	Parent/family support network	3.33
	Flexible meeting locations	3.14
	Transition information provided to parents/families prior to student's age 14	3.12
	Pre-IEP planning activities for parents/families	2.98
	Structured method to identify family needs	2.92
	Respite care	2.86
	Directory of transition services	2.82
	Child care for transition-related planning meetings (e.g., IEP, ITP)	2.51

Table 8

Program Structure and Attributes: Transition Practice Statements, Clusters, and Mean Ratings

Cluster	Transition Practice Statement	Mean Rating
Program Philosophy		**3.41**
	Flexible programming to meet student needs	3.55
	Integrated settings	3.51
	Consumer-directed programming	3.49
	Accessibility to all educational options (secondary and postsecondary)	3.47
	Outcome-based planning	3.46
	Education provided in least restrictive environment	3.44
	Transition outcomes and issues infused in all curricular areas	3.40
	Functional curriculum	3.39
	Outcome-based curriculum	3.34
	Longitudinal approach to transition (early childhood to adult)	3.31
	Cultural and ethnic sensitivity	3.22
Program Policy		**3.31**
	Student/family role in program planning	3.66
	Administrative, school board, and community support for the program	3.54
	Education system restructured to include transition-related planning and services as integral components	3.39
	Adult service systems restructured to include transition-related planning and services as integral components	3.38
	Transition planning program structure and process clearly articulated	3.27
	Mission clearly articulated	3.23
	Consistent policies between and within agency and education participants	3.20
	Coordination between secondary and postsecondary education programs	3.16
	Values clearly articulated	3.15
	Shared principles within interagency system	3.13
Strategic Planning		**2.77**
	Community-level transition body focused on local issues and services	3.07
	Community-level strategic planning	2.98
	State-level transition body focused on state issues and services	2.94
	State-level strategic planning	2.80
	Regional-level transition body focused on regional issues and services	2.56
	Regional-level strategic planning	2.39

Table 8 (Cont'd)

Cluster	Transition Practice Statement	Mean Rating
Program Evaluation		**3.14**
	Evaluation of student outcomes	3.48
	Utilization of evaluation for program improvement	3.33
	Ongoing program evaluation	3.27
	Student/family role in program evaluation	3.27
	Student follow-along	3.24
	Student follow-up	3.23
	Post-school services or program needs assessment	2.99
	Secondary-level education services needs assessment	2.78
	Data-based management system	2.74
Resource Allocation		**3.26**
	Sufficient allocation of resources	3.58
	Resources transferred from sheltered and/or segregated facilities to community-based and/or integrated settings	3.33
	Creative use of resources	3.29
	Multiple utilization of funds	3.02
	Student/family role in resource allocation	3.02
Human Resource Development		**3.10**
	Qualified staff	3.53
	Sufficient allocation of personnel	3.49
	Preservice training re: transition practices	3.32
	Ongoing staff development	3.23
	Technical assistance re: transition practices and planning	3.13
	Transition practices resource materials available to personnel	2.93
	Disability awareness training	2.60
	Establishment of transition-related personnel competencies	2.59

Table 9

Mean Cluster Ratings, Analysis of Internal Reliability and Analysis of Variance for Cluster Ratings, and Tukey's (HSD) Analysis

Category/ Cluster (Source)	Mean Rating	Number of Items	α^a	α'^b	ANOVA df	ANOVA F	Tukey's (HSD)[c] df	Tukey's (HSD)[c] Grouping[d]
Student Development					5	7.59**	540	
Structured Work Experience	3.12	8	.71	.83				A
Life Skills Instruction	3.10	10	.75	.83				A
Accommodations and Support	3.08	8	.76	.86				A
Employment Skills Instruction	3.07	7	.67	.82				A
Vocational Assessment	2.86	6	.71	.87				B
Career and Vocational Curricula	2.79	8	.63	.77				B
Student-focused Planning					2	18.23**	270	
Student Participation	3.40	16	.83	.83				A
IEP Development	3.11	16	.87	.87				B
Accommodations and Planning Strategies	3.02	11	.76	.82				B
Interagency Collaboration					4	20.42**	450	
Individual-level Planning	3.51	5	.78	.92				A
Collaborative Servie Delivery	3.09	11	.86	.90				B
Interorganizational Framework	3.04	10	.86	.91				B
Organizational-level Planning	2.95	10	.78	.85				B
Human Resource Development	2.94	3	.45	.82				B
Family Involvement					2	3.89*	269	
Family Training	3.23	7	.87	.94				A
Family Empowerment	3.15	12	.81	.85				A B
Family Involvement	3.05	15	.86	.87				B

Table 9 (cont'd)

Category/ Cluster (Source)	Mean Rating	Number of Items	$\underline{a}$[a]	$\underline{a}'$[b]	ANOVA df	ANOVA F	Tukey's (HSD)[c] df	Tukey's (HSD)[c] Grouping[d]
Program Structures and Attributes					5	17.27**	540	
Program Philosophy	3.41	11	.82	.87				A
Program Policy	3.31	10	.84	.89				A B
Resource Allocation	3.26	5	.65	.86				A B
Program Evaluation	3.14	9	.85	.91				B
Human Resource Development	3.10	8	.76	.92				B
Strategic Planning	2.77	6	.83	.93				C

[a] $\underline{a}$ represents Cronbach's alpha.

[b] $\underline{a}'$ is the expected reliability coefficient if all clusters in the model consisted of 16 items; $\underline{a}$ was adjusted using the Spearman-Brown prophecy formula.

[c] This test controls the Type I experimentwise error rate at $\underline{a}$ = .05.

[d] Means with the same letter are not significantly different.

*$\underline{p}$ < .05. **p < .0001.

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Figure 1. Point map for Student Development category. Transition practice statements are graphically represented as points on a map as a result of multidimensional scaling of the sort data.

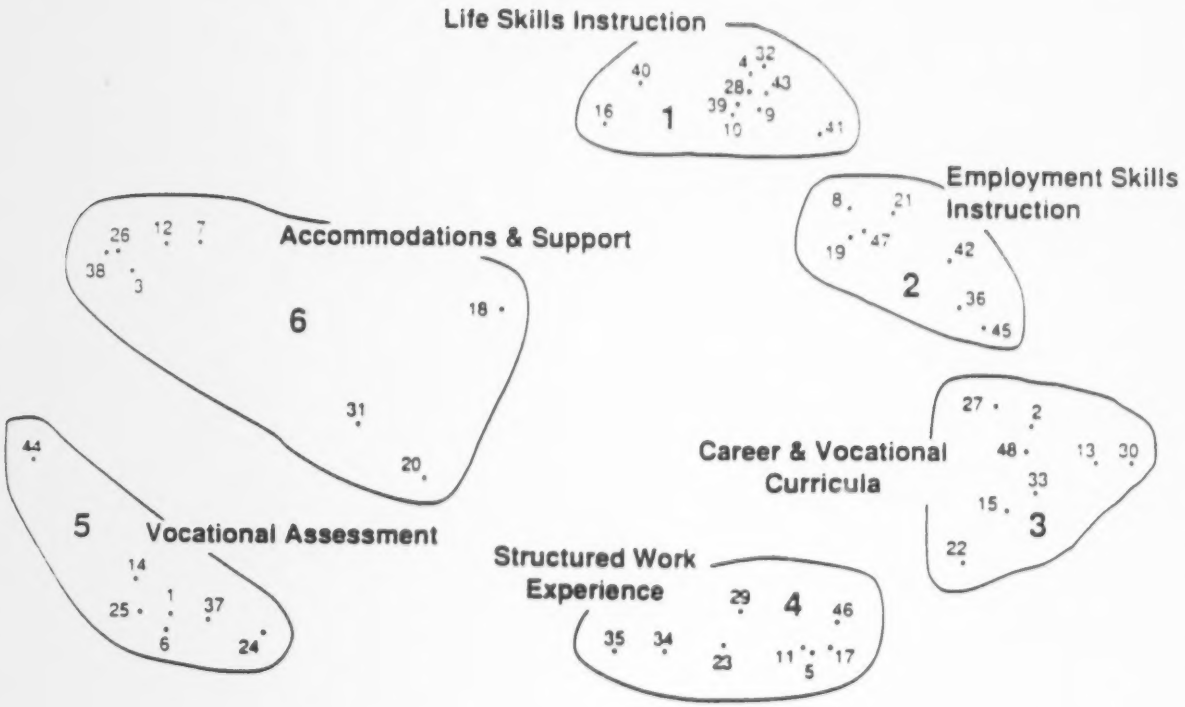

Figure 2. Labeled cluster map for Student Development category. To represent the structured conceptualization, transition practice statements are partitioned into groups as a result of hierarchical cluster analysis.

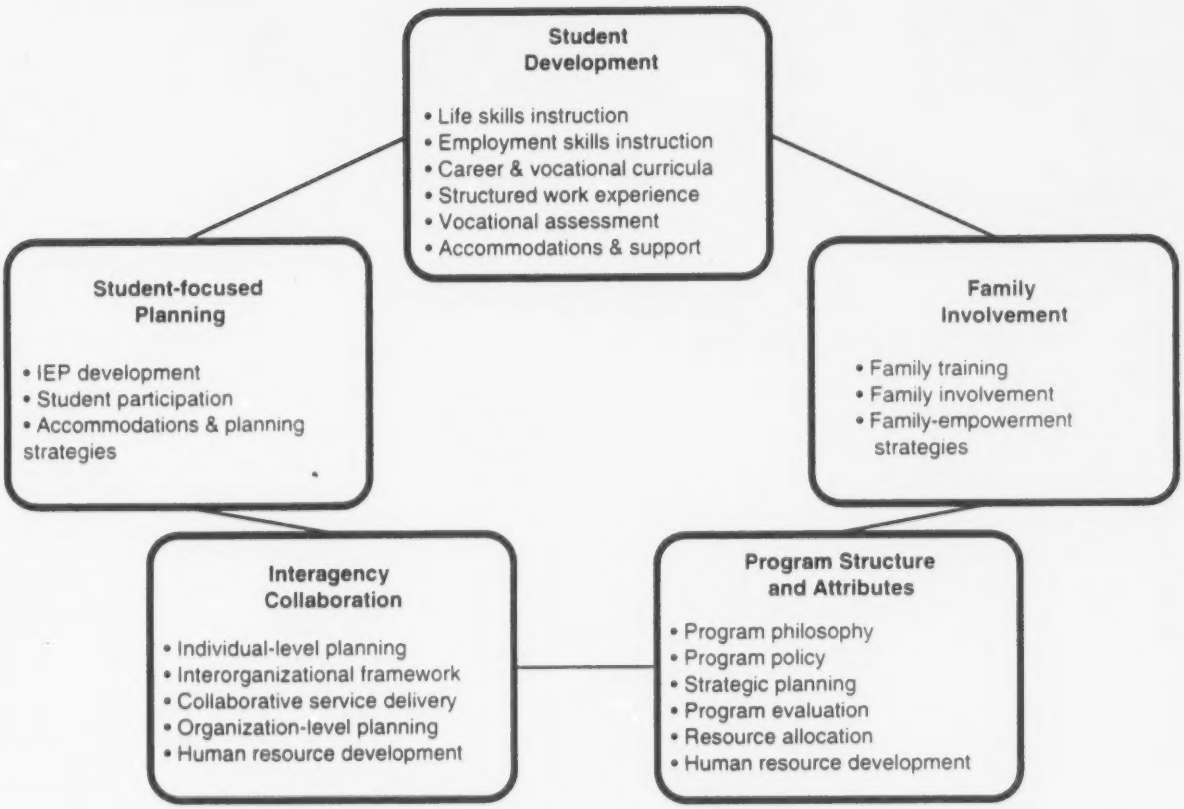

Figure 3. Taxonomy for transition programming: Final cluster solutions for each of the five categories of practices.

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Chapter 2

Evaluating Transition Services: Development of a Transition Services Assessment

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Running Head: Evaluating Transition Services

Evaluating Transition Services:
Development of a Transition Services Assessment

In recent years, several authors have addressed the lack of empirical evidence to support "best practices" in transition services for individuals with disabilities (e.g., Greene & Albright, 1995; Johnson & Rusch, 1993; Kohler, 1993). In response to this concern, Kohler (1995) conducted a four-phase study, resulting in the Taxonomy for Transition Programming, a conceptual framework of transition practices generated and evaluated by transition professionals and researchers. While the taxonomy is a significant beginning toward determining "best practices," Kohler (1995) suggests that additional intervention and outcome research in conjunction with program evaluation is needed to identify and further develop effective practices.

The purpose of this chapter is to present a transition services assessment process, based on the Taxonomy for Transition Programming. Recognizing the importance of program evaluation in improving post-school outcomes for individuals with disabilities and expanding understanding of effective program components, the Midland County Interagency Transition Team (MCITT) in Michigan has developed a comprehensive evaluation tool, the MCITT Transition Self-Assessment instrument, based on the Taxonomy for Transition Programming (Kohler, 1995). (This instrument is included in this monograph in Appendix B.) The MCITT believes that regular evaluation of all components of the transition process is an essential component of their mission. Evaluation is imperative in determining whether or not transition services are resulting in desired effects—that each student's transition from school to adult life is successful, leading to community participation and a quality life.

History of the MCITT

During the past six years, Midland County schools and agencies have focused many resources on the development of a comprehensive transition process that would enable all students receiving special education services to develop and attain their life goals. The Midland County process is driven by five fundamental components: (a) utilizing strategic planning processes to guide interagency collaboration efforts; (b) infusing transition services and plans in

individualized education programs; (c) promoting and facilitating awareness and training activities for students, parents and primary caregivers, school and agency staff, and the entire community; (d) utilizing a functional curriculum and community-based instruction; and (e) conducting ongoing evaluations of the transition process. Each of these components is included in the Taxonomy of Transition Programming (Kohler, 1995).

In 1991, key stakeholders in Midland County's transition process established an interagency committee (MCITT) to further the county's efforts in providing quality transition services. Members of the team represent a variety of perspectives, including those of special education, vocational rehabilitation, mental health, social services, independent living, postsecondary education, and adult services. The MCITT began by articulating common beliefs and defining a mission. Using a strategic planning process, the group continued by identifying primary goals; those goals included assessing student outcomes, interagency efforts, and community resources, as well as evaluating the transition process in a comprehensive manner.

Development of the MCITT Transition Self-Assessment

To achieve the evaluation goal, the MCITT utilized a list of questions to guide the development of an evaluation instrument. The questions, modified from those suggested by Ory (1990), included the following:

1. What is the purpose of the evaluation?
2. What program components should be evaluated?
3. What methods will be used to collect information?
4. How should the data be analyzed and interpreted?
5. How and to whom will the evaluation results be reported?
6. What will be done with information compiled through the evaluation:?

The following is a discussion of the rationale for and approach to each of these questions.

Evaluation purpose. The guiding purpose of the ongoing evaluation process is to improve transition services for students with disabilities. Specifically, the evaluation should provide feedback on whether or not the transition process is being implemented in a comprehensive

manner, whether the components and/or process need to be modified, and whether or not the implementation of the components and/or process is having the desired effects.

Program components to be evaluated. In order to assess the comprehensive nature of transition services, the MCITT used a modified Taxonomy for Transition Programming (Kohler, 1995) to structure the evaluation instrument. Each cluster within the five taxonomy categories and their respective practice statements are identified as program components to be addressed in the evaluation. Additionally, the evaluation tool includes statements from the Individuals with Disabilities Act of 1990 relevant to IEP development and transition planning. Thus, the tool evaluates program components based on current research as well as legislative mandates.

Information collection methods and interpretation. The MCITT Transition Self-Assessment instrument was developed to collect information on the extent to which transition practices are being implemented. This five-page tool is intended to be completed by all individuals involved in providing transition services, including special education teachers, rehabilitation counselors, and administrators. Respondents rate the frequency with which each transition practice statement occurs within their own work on a 3-point Likert scale, 3 (always), 2 (sometimes), or 1 (never). Completed assessments provide a picture of the comprehensive nature of transition services in the county.

Reports and use of evaluation results. Wentling (1989) suggested seven uses and applications of evaluation information: (a) to demonstrate accountability, (b) to convince or gain support, (c) to educate or promote understanding, (d) to involve key individuals, (e) to document processes and results, (f) to direct project modification, and (g) to improve communication. Although all of these applications may be pertinent to the MCITT's mission, the information gleaned from the MCITT Transition Self-Assessment is used primarily to document processes and to direct project modification. A key purpose of the MCITT was to ensure that transition services are provided in a comprehensive, effective manner; the information compiled from the evaluation tool will serve to either document that process based

on Kohler's (1995) model or indicate areas of service that are not occurring. Identification of undeveloped areas, in turn, will lead to plans to improve efforts in those areas.

Evaluation information collected with this tool also serves to educate and promote understanding, involve key individuals, and improve communication. These applications are accomplished in part through the actual process of self-assessment, as well as through periodic evaluation reports that inform the community of stakeholders of the county's status and progress in developing transition services.

Pilot Test of the MCITT Transition Self-Assessment Instrument

To date, implementation of the MCITT Transition Self-Assessment has consisted of a pilot test and subsequent revision of the instrument. Instruments were distributed to all 21 members of the MCITT, 19 of whom responded. Of those responding, five were school administrators, seven were school teachers, and seven were community service providers. Community service provider respondents included individuals from vocational rehabilitation, social services, mental health, postsecondary education, independent living, and adult service agencies.

Rather than aggregate data from the completed instruments, the MCITT conducted a series of discussion groups to provide feedback on the pilot evaluation process. Several themes emerged from the discussion groups, including suggestions to reduce redundancy and improve the scale. Other discussions focused on the potential usefulness of the information to be generated.

Other key concerns that emerged from the pilot test focused on the relevance of specific program components to particular participant groups. For example, one agency representative completed the section of the instrument concerning IEPs, most other agency representatives considered the IEP section out of their realm. However, school personnel, indicated that they would like agency personnel to be more knowledgeable of the IEP content and process. The completion of the instrument, then, illuminated the need for increased communication between these two groups of professionals with respect to IEP development. A discrepancy between the

two groups concerning the differentiation between shared knowledge and discipline-specific knowledge is apparent.

MCITT members also discussed the need to differentiate between rating the availability versus the utilization of transition services and practices. For example, some participants felt that during the initial assessment, it was unclear what the rating was intended to indicate. The consensus was that both availability and utilization should be rated, as one does not necessarily correlate with the other. Thus, separate scales yield more detailed and meaningful information.

Finally, the MCITT members felt that the instrument and process would be useful tools in their efforts to improve transition services. All agreed that the interagency collaboration that guided the development of the evaluation process was critical to its success. Further, they indicated that information gathered with the assessment instrument would be useful in focusing future discussions and efforts.

The MCITT will use the feedback from this first phase of information collection to revise the instrument. A revised version will then be used to continue the evaluation efforts.

Additional Evaluation Strategies

While the MCITT Transition Self-Assessment promises to be an effective process for evaluating the comprehensive nature of transition services, the MCITT will incorporate other strategies its overall evaluation plan. Onaga (personal communication, April 23, 1994) suggests utilizing eco-maps, case studies, and focus groups in program evaluation. Eco-maps, pictorial representations of relationships among people and organizations, will be particularly useful in providing feedback on interagency collaboration efforts, whereas case studies and focus groups will provide depth to the data collected through the instrument. Additionally, these tools should assist in evaluating the outcomes of the process evaluated through the MCITT Transition Self-Assessment.

Discussion

Ongoing evaluation of the transition process is a key component of the MCITT's mission. Combined with the other strategies noted here, the MCITT Transition Self-Assessment

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Instrument will assist the committee in understanding the strengths of the county's process, as well as recognizing those areas that need further development or modification. Additionally, the MCITT Transition Self-Assessment Instrument will assist in documenting the transition model posited by Kohler (1995) and, coupled with future outcome data, may lend empirical support to proposed transition "best practices."

Not only has this committee utilized research in best practices to structure its evaluation, the process itself is a reflection of transition best practices identified through research (Kohler, 1995). The importance of ongoing evaluation of transition programs is clearly reflected in the taxonomy, as is the focus on interagency collaboration. The efforts by the MCITT, then, demonstrate significant gains in bridging the gap between research and practice. Through its efforts, the MCITT has lent credence to current research while at the same time demonstrating the applicability of the research findings to its own community.

Author Note

The authors gratefully acknowledge the dedication of the MCITT and core team participants to continually evaluate the effectiveness of the Midland County transition process. Special thanks to Linda Parent, Ray Landis, Rebecca Shuman, and Lynn Harris for their efforts in developing the evaluation instrument. Thanks also to the other members of the MCITT who participated in the evaluation process: Jeff Rowley, Mary Yeoman, Melissa Davert, Carolann Maxwell, Cheryl Morand, Tom Moline, Wayne Peters, Sandy Cobaugh, Marlene Porter, Ormand Hook, Rebecca Krabill, Sherry Kalina, Dave Murley, Laura Freed, Sue Arent, Dan Simonds, Susan Love, Dena Baronn, Ruth Sutton, Nancy Krumel, Dave Corcoran, Leonard lukshiatis, Art LeTourneau, Mike Shea, Mark Handler, Paul Baker, Chris Chamberlain, and all of the past MCITT participants. We would also like to thank the students and their family members for the privilege of working with them.

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Chapter 3

Implementing Transition Practices: A Search for Effective Strategies

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Running head: IMPLEMENTING TRANSITION PRACTICES

Implementing Transition Practices: A Search for Effective Strategies

In Chapter 1, we reviewed the development of the Taxonomy for Transition Programming. The practices in the Taxonomy are supported by evidence of effectiveness relevant to the five criteria proposed by Peters and Heron (1993) to support "best practices." However, the practices however, are more or less generic in nature. Thus, while serving as a template or conceptual model for program development or evaluation, the Taxonomy does not propose detailed strategies for how to implement particular practices. Yet, practitioners, administrators, researchers, and policymakers want to know how to "do" transition planning; for example, how to involve students in developing their Individualized Education Programs (IEP). Therefore, the usefulness of the Taxonomy must be extended through identification of particular strategies associated with each practice and assessment of effectiveness within specific contexts.

Subsequent to the development of the Taxonomy, we began an investigation to identify strategies for implementing the practices. Two primary purposes drove this effort. First, we sought to identify ways to implement the practices within different contexts. For example, we wanted to identify particular strategies for providing "paid work experience" to students in rural, suburban, and/or urban settings. Second, and most important, we wanted to determine the extent to which particular strategies are supported by evidence of effectiveness with respect to specific outcomes. Relevant to "paid work experience," for example, targeted outcomes might include increasing student skill levels, decreasing inappropriate work-related behaviors, increasing employment at graduation, or making positive changes in employer attitudes.

In this chapter, we first present an overview of our investigation to identify effective transition strategies. We then provide a description of eight programs that have implemented and evaluated a number of transition practices included in the Taxonomy.

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The Search Process

With respect to our primary purposes, we sought information relevant to five questions: (a) Which of the practices included in the Taxonomy are actual projects or programs implementing? (b) How are the programs implementing specific practices? (c) What are the targeted outcomes? (d) What methods are used to evaluate effectiveness? and (e) With respect to the targeted outcomes, what are the evaluation findings?

To answer these questions, we used the same group of practitioners, administrators, researchers, and policymakers who had participated in the study to develop the Taxonomy. That is, we mailed a letter and questionnaire to the 207 people who had responded to Phase I, and who subsequently represented the participant pools for Phases II and III. Further, we encouraged people to copy the questionnaire and distribute it to others whom they thought were implementing innovative strategies and evaluating effectiveness. For example, several state systems-change transition project directors encouraged local-level project coordinators to submit information about their programs. In addition, we requested "nominations" from the field using several transition-related electronic bulletin boards.

To collect the information pertaining to our five questions, we developed an "Effective Transition Practices Nomination Form" (see Appendix C). Questions 1 through 13 focused on demographic information about the project or program. Question 14 consisted of a copy of The Taxonomy for Transition Programming (Kohler, 1995). Using the Taxonomy, respondents were asked to indicate which practices in each of the five transition practice categories they were implementing. In addition, they described of how the practices were implemented. Responses consisted of an in-depth description of project activities, the context of the project, project participants, and other relevant information. Finally, Questions 16, 17, and 18 focused on evaluation strategies, target outcomes, and evaluation findings.

To assist in analyzing the responses, we developed an evaluation matrix that allowed us to summarize the information about each project and aggregate the data across projects. In addition, we identified specific projects for which information relevant to our five questions

was provided in detail. Specifically, we identified projects that had articulated evaluation components and strategies and that also provided details about practices, strategies, and targeted outcomes.

Findings

In response to our request for "nominations," we received information from 44 projects or programs. Of these, 18 included information on evaluation strategies, which varied in scope and focus.

Eight projects described thorough and comprehensive evaluation strategies designed to assess the effectiveness of their programs and practices. These descriptions provided a clear and concise project description, a comprehensive evaluation design and a summary of the evaluation findings related to the targeted outcomes. The evaluation findings from these eight projects provide a rationale and support for implementing particular practices included in the Taxonomy. Further, these projects represent a comprehensive approach to transition planning and provide useful examples of how organizations can conduct evaluations of their programs.

Discussion

Before making the investment in time, money, and human effort to provide a certain program or practice, those implementing such transition activities need information that indicates the effectiveness of particular strategies within a specific context. As with any instructional program, certain strategies are more effective than others in producing desired outcomes. Using the Taxonomy as a framework to plan, implement, and evaluate programs practitioners, administrators, researchers, and policymakers are able to identify or develop particular strategies associated with a practice, based on the effectiveness of those strategies. Importantly, programs that stress evaluation strategies provide a rationale and support for implementing specific practices.

The following is an overview of the eight projects identified through the search process. Summaries include names and contact information, project purpose and program overview, unique program components, practices that are included in the Taxonomy, targeted outcomes,

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and a description of evaluation methods and findings. The projects included here contribute substantially to the pool of innovative and diversified transition-related programs and can be used as important resources for those implementing transition programs. We also list the names and contact information for all those who responded to our search. These projects represent innovative efforts and strategies to implement transition practices, thereby offering an additional resource for those seeking ways to develop transition programs.

Finally, we want to stress, once again, the importance of evaluating efforts to improve the post-school outcomes of youth with disabilities. Only by evaluating what we do can we determine what works best. Program directors and administrators, educators, service providers, students, parents, and researchers all play an important part in program evaluation.

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MAINROADS TO SELF-DETERMINATION

Project Title:
MAINROADS to Self-Determination

Contact Person(s):
Kathryn Moery, Project Coordinator, Operations
Tammy Diakogeorgiou, Program Coordinator, Planning

Mailing Address:
Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, IL 60604

Telephone #:
312-939-3513

Fax #:
312-939-7297

Project Purpose:
The purpose of MAINROADS to Self-Determination is to develop assertiveness, networking, self-advocacy, decision-making, and socialization skills through hands-on community exploration, individualized assistance, and mentoring. These skills enable high school youth with and without disabilities to identify goals and develop plans for successful independent adult living within integrated communities.

General Program Overview:
MAINROADS to Self-Determination is a model transition project that builds self-determination skills in youth through a learn- by-doing approach. The project offers hands-on exploratory experiences in education, employment, housing, community participation, transportation, public services/entitlements, and legislative advocacy. Collaboration among project staff including adults with disabilities, all students with and without disabilities, and parents of children with disabilities contributes to the development of transition plans and follow-up activities. Students apply newly acquired information from project experiences in a way that is most meaningful to their own lives. The learn-by-doing approach is carried out through community exploration and recreation and leisure opportunities. Student partners develop and implement follow-up activities in their home communities. Project activities are coordinated to include public and private service providers, local education and government agencies postsecondary education institutions, the Department of Rehabilitation, and local businesses.

Families collaborate with and support students in all activities of the project as they gain the skills necessary to make adult decisions and to assume adult responsibilities. Through this participation, families prepare themselves to accept their child in his or her new adult role.

After high school graduation, project participants mentor other high school youth through large and small group presentations in high schools and through community organizations.

Unique Program Components:

- ***Mentoring on four levels:*** (a) Partnerships between youth with and without disabilities, (b) staff who are adults with disabilities mentor youth, (c) staff who are parents or family members mentor other parents or family members, and (d) youth experienced in the project mentor younger high school students.

- ***Partnership between high school students with and without disabilities:*** Approximately one-half of the student participants have disabilities. Enrollment is open to all seniors or graduating students who are residents of Chicago and surrounding suburbs. Students who attend the same high school or live in the same community work with partners to develop, design, and implement appropriate follow-up activities.

- ***Emphasis on serving minority and low-income families:*** The project reaches out to communities to provide support to families who typically are unserved or underserved. Meetings and other project activities occur in the family's home or a convenient community location. The diversity of the staff reflects the demographics of the student population being served.

Taxonomy Practices Identified:

Student Development

- Life skills instruction
- Employment skills instruction
- Accommodations and support

Student-Focused Planning

- IEP development
- Student participation
- Accommodations and planning strategies

Interagency Collaboration

- Human resource development

Family Involvement

- Family training
- Family empowerment

Program Structure and Attributes

- Program evaluation
- Human resource development

Targeted Outcomes:

- Increased self-assertiveness skills
- Increased self-advocacy skills
- Increased socialization skills
- Increased decision-making skills
- Increased independent travel
- Increased independent living skills
- Increased participation in community
- Increased participation in postsecondary education or training program
- Increased high school graduation or completion
- Increased postsecondary employment
- Increased family involvement

- Increased student/family empowerment
- Established student and family postsecondary employment and/or education network
- Increased interagency collaboration

Evaluation Description:

- *Quantitative design:* (a) Correlation of assessed student needs and the findings from the project evaluation were collected from questionnaires and interviews, (b) parent satisfaction surveys, and (c) aggregation and documentation of student attendance feedback from project activities.

- *Qualitative design:* (a) Student pre- and postinterviews with open-ended questions; (b) student pre- and postworkshop survey; (c) student and parent postsurveys measures the overall satisfaction derived from the project content, delivery, and relevancy; and (d) case studies written on student progress and parent involvement.

- *Formative:* (a) Staff members monitor the Individualized Transition Plans/transition outcomes, (b) staff complete weekly individual student progress reports, (c) students complete evaluations after each workshop and community exploration, (d) student portfolio of follow-up project is reviewed, (e) staff complete follow-up summary sheets after each community visit, and (f) staff co-presenters evaluate the student mentors. All information collected is analyzed and used to write the final evaluation report.

Evaluation Findings:

Mentoring

- Six students with disabilities and four students without disabilities participated in local, statewide, and national project dissemination.
- Students developed, produced, wrote, and starred in the project video entitled, "Traveling to Tomorrow: MAINROADS in Motion."

Networking

- Seven students with disabilities contacted the Department of Rehabilitation Services.
- Four students with disabilities and four students without disabilities registered to vote.
- Several students with and without disabilities contacted legislators about scholarship opportunities.
- Several students have received scholarship money from private sources.
- Ten students will attend colleges previously visited.

Advocacy

- Students with disabilities requested that representatives from adult services attend their IEP/ITP meetings.
- Students conducted their own exit IEP/ITP meetings with parental support and involvement.
- One student with a disability became a student council officer during his senior year.

Socialization

- Three students with disabilities plan to attend social activities outside of the project.

Education/training

- Seven students with disabilities and two students without disabilities will attend a two-year postsecondary education/training program.
- Four students with disabilities and five students without disabilities will attend a four-year postsecondary education program.

Employment

- Students with and without disabilities have accessed part-time and full-time employment during their senior year and after graduation.
- Two students plan to enter the military.

Independent living skills

- Two students with disabilities and two students without disabilities will live in university dormitories.
- All students independently use public transportation.

CAREER PATHWAYS

Project Title:
Career Pathways: Businesses, Opportunities, Careers, Exploration, and Services (BOCES)

Contact Person:
Kathy Ashline, Project Coordinator

Mailing Address:
Clinton-Essex-Warren-Washington BOCES
Career Pathways
Special Education Department
P. O. Box 455
Plattsburgh, NY 12901

Telephone #:
518-561-0900

Fax #:
516-561-5624

Project Purpose:
The major goal of the Career Pathways transition program is to develop employability skills in students with disabilities. This is accomplished through vocational training and community experiences. The anticipated program outcomes are to decrease the number of student dropouts and lower student unemployment. The specific aim of the transition planning process is to match the student's interest and ability with actual job site placement. The Career Pathways transition program provides students, ages 14-21, with first-hand experience relevant to the world of work.

General Program Overview:
The Career Pathways transition program is a series of options offered through the school district's center-based programs and community business-supported sites. Students participate in training pathways at an individualized pace. Each student's pathway experience begins with in-house training. As the student completes in-house training he or she will be prepared to work in a community business. All experiences are congruent with student interests and abilities. Transition planning involves the student and all other essential persons. A transition plan is developed with emphasis on maintaining a continuum of support and services that will follow the student when he or she enters the community.

Unique Program Components:

- ***In-House:*** Students receive job experiences through training in the Businesses, Opportunities, Careers, Exploration, and Services (BOCES) special education setting. Students work in a variety of jobs while developing an understanding of employer expectations, skill requirements, payroll deadlines, and the particular community business site where they will be placed. Supervision is conducted by a job placement aide.

- ***Life Skills:*** Students develop skills in the area of self-advocacy that includes safety and aid issues, human awareness, budgeting, household management, nutrition, and meal preparation. Instruction in accessing public services prepares students to utilize these services and transportation.

- *Career Prep and Awareness:* Students receive experience through in-house job training and community job shadowing. Students are exposed to a variety of career options and receive specific instruction to enhance their employability skills.

- *Career Exploration:* Students receive extensive training in several community job sites. This approach offers students the opportunity to develop relationships with employees without disabilities. It also enables them to meet the expectations of the employer within a real work environment.

- *Career Focus:* Students are enrolled in an individualized community job training program. At this time, each student will have demonstrated work skills and is ready to focus on a specific career area. Students receive 80% of their training in the business community and 20% in the classroom. The classroom training includes the following curriculum areas: personal development, job skills development, self-assessment, and independent living skills.

- *Career Support:* Students receive additional support with independent living skills that may include employment, transportation, financial, medical, recreational, and residential. In addition, opportunities for problem solving and intervention are available as needed, and evaluation of skill development is ongoing. Communication between the student, family, school, potential employers, and adult service agencies is also ongoing.

Taxonomy Practices Identified:

Student Development
- Life skills instruction
- Employment skills instruction
- Career & vocational assessment
- Structured work experience
- Vocational assessment

Student-Focused Planning
- IEP development
- Student participation
- Accommodations & planning strategies

Interagency Collaboration
- Individual-level planning
- Interorganizational framework
- Collaborative service delivery
- Organization-level planning
- Human resource development

Family Involvement
- Family involvement
- Family empowerment

Program Structure and Attributes
- Program philosophy
- Program evaluation
- Human resource development

Targeted Outcomes:

- Increased self-esteem
- Increased self-advocacy skills
- Increased independent living skills
- Increased decision-making skills
- Increased independent travel
- Increased school attendance
- Decreased dropout rates
- Increased participation in community
- Increased postsecondary employment
- Increased employer awareness of and satisfaction with employing individuals with disabilities
- Increased family participation in student transition planning
- Increased interagency collaboration

Evaluation Description:

Formative:

- Student and parent feedback from questionnaires following each transition meeting.
- Staff feedback on student progress from: (a) a prevocational training assessment packet and (b) supervisor work site evaluation forms completed during specific times of training and employment.
- Student feedback received from: (a) individual MAPS (Making Action Plans Course), (b) transition planning worksheet, and (c) individual career exploration evaluation forms.
- Employer feedback received from a satisfaction questionnaire.

Summative:

- 1993-1994 evaluation findings related to the student work experience placements, both in-house and community-based, were written into a final evaluation report.

Evaluation Findings:

- Number of students completing the various programs were as follows: Career Prep: 12 students, Career I, II, III: 45 students, Career Support: 6 students, the C.L.A.S.S.: 19 students, and the In-House: 41 students.
- Eighty-one percent of the students were successfully employed at the end of their work training program.
- Fifty-nine community businesses were enlisted for training, tours and job shadowing.
- Eighty percent of the students exiting the program were employed.
- Of the current 27 students exiting the program, 41% are engaged in supported employment and 39% are competitively employed.

BRIDGES...FROM SCHOOL TO WORK

Project Title:
Bridges...from School to Work

Contact Person:
Nancy Carolan, Program Manager

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Department 901.10
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Telephone #:
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Project Purpose:

Bridges...from school to work was developed to attack the staggering unemployment of young people with disabilities by helping them enter work before they exit school and, thereby, establish the foundation for long-term career success. The primary goals of this project are (a) to provide students with disabilities job training and work experience that will enhance their employment potential, and (b) to help employers gain access to a valuable source of employees and learn to work effectively with them.

General Program Overview:

The Marriott Foundation for People with Disabilities was established in 1989 to foster the employment of young people with disabilities. The Foundation operates a transition program, "Bridges...from school to work," that develops paid internships for students with disabilities in their final year of high school. The program is managed in local communities through an administering organization under the direction of the Foundation.

In recent years the project has expanded to include the following sites: Montgomery County, MD; Washington, DC; Chicago, IL; San Francisco, CA; Los Angeles, CA; and San Mateo County, CA.

The Bridges model was designed to collaborate with and complement existing transition efforts. The following three objectives are important to the success of this program (a) to help students gain critical job experience as they prepare to leave school, (b) to help local employers gain access to a valuable source of employees, and (c) to assist employers in making reasonable accommodations for their workers with disabilities. The Foundation operates Bridges under the premise that successful employment for people with disabilities can occur when both potential employers and potential employees are appropriately supported, particularly early in their relationship.

Unique Program Components:

- ***Interests and abilities:*** Students are placed in positions that match their skills, interest and experience.

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- ***Integral part of the working staff:*** Students are placed in an environment where supervisors and co-workers are an integral part of the placement, training, and support process, and are therefore, comfortable with their presence.

- ***Employer and student support:*** The student and employer are appropriately supported, especially early in their work experience, to help ensure job success.

Taxonomy Practices Identified:

Student Development

- Life skills instruction
- Employment skills instruction
- Career & vocational curricula
- Structured work experience
- Vocational assessment
- Accommodations & support

Student-Focused Planning

- IEP development
- Student participation
- Accommodations & planning strategies

Interagency Collaboration

- Individual-level planning
- Interorganizational framework
- Collaborative service delivery
- Organization-level planning
- Human resource development

Family Involvement

- Family training
- Family involvement
- Family empowerment

Targeted Outcomes:

- Increased knowledge of how to get and maintain a job
- Increased employability skills
- Increased employment rates
- Increased maintenance of employment
- Increased employer appreciation and awareness of individuals with disabilities
- Increased employee and employer satisfaction
- Increased family involvement

Evaluation Description:

- ***Quantitative design:*** A wide range of instruments and activities are used to collect data. A comprehensive, computer-based system using customized software is utilized for evaluating all aspects of Bridges' replication and operation. The evaluation system is intended to ensure that (a) project outcome data are collected, analyzed and reported in a timely and accurate manner; (b) all project processes and procedures are thoroughly documented; (c) continual feedback is available to staff from all constituencies regarding project performance; (d) project accomplishments reflect identified goals and objective; (e) targeted action can be taken on a timely basis to address discrepancies between project outcomes and objectives; and (f) Bridges' objectives are evaluated on a monthly and quarterly basis.

- ***Qualitative design:*** Data are gathered and analyzed on an ongoing basis regarding the reactions of various parties to the project processes and the effectiveness of outcomes. Respondents include (a) youths with disabilities served by the project, (b) their parents or significant advocates, and (c) their employers. The student and employer evaluation forms are used as data collection tools.

Evaluation Findings:

- To date, Bridges has served over 2,100 youth with disabilities, 76% of whom are of minority background.
- Eighty-five percent of the student workers were placed in competitive, unsubsidized internships with over 700 businesses and organizations.
- All placements are at least minimum wage (the project average is $5.20/hour) and usually average 20-25 hours per week of work.
- Four of five youths who completed their internships were offered ongoing employment.

REGION IX EDUCATION COOPERATIVE TRANSITION PROGRAM

Project Title:
REGION IX Education Cooperative Transition Program

Contact Person(s):
Gary Cozzens, Program Coordinator
Sandy Gladden, Program Administrator

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Region IX Education Cooperative
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505-257-2141

Project Purpose:
The Region IX Education Cooperative (REC IX) supports the transition of high school students and recent graduates with disabilities and their families in rural school districts. Resources are utilized to improve the integration and coordination of services to provide access to employment, postsecondary training and/or education and community life.

General Program Overview:
The REC IX supports the combined efforts of seven rural school districts to implement a well established transition program. Under the REC IX, approximately 180 students with disabilities in grades 9-12 are served.

The REC IX oversees activities that (a) establish and maintain a regional Transition Alliance Group (TAG) composed of service providers, students with disabilities, families and community representatives; (b) recruit a community-based Transition Coordinator to facilitate the efforts of the TAG, provide direct services to students and their families, and ensure interagency collaboration; (c) develop a directory of regional and community transition options and resources to be utilized in the development of the Individual Education Plan/Individual Transition Plan (IEP/ITP) for students ages 14 through 21; (d) develop a comprehensive transition practices and procedures model for the REC IX; (e) train the IEP/ITP transition teams; (f) conduct follow-up and follow-through activities for students and families exiting the program; (g) increase the level of community awareness regarding employability of students; (h) increase the number of community employment placement opportunities; and (i) maintain funding sources.

Unique Program Components:

- The REC IX requires all ***Individual Education Plans (IEPs)/Individual Transition Plans (ITPs)*** to reflect components that emphasize (a) collaborative-based efforts and (b) elements of a self-determination curriculum.

- The REC IX establishes ***curricular and service foundations*** that provide (a) vocational assessment including identification of student interests and preferences; (b) vocational skills training; (c) basic academic skills development; (d) self-determination, self-

advocacy, and individual living skills development; (e) systematic work experiences (e.g., co-op, tech prep, and JTPA); (f) early career planning and exploration; and (g) early linkages to postsecondary institutions.

- The REC IX designates ***roles and regulations*** for participating schools to follow that include: (a) a description of LEA and postsecondary personnel roles, (b) a description of available financial resources, (c) an agreement of concurrent enrollment options for all students to participate in a centrally located instructional and training center, (d) a description of service provider roles, and (e) a description of agency assignments of individual placement responsibilities.

- The REC IX establishes ***community resources and linkages*** that provide (a) a network with business and industry, (b) an evaluation component for the transition program conducted by the TAG, and (c) state-wide linkage.

- The REC IX requires ***accountability*** features for the transition program that include (a) a postsecondary liaison, (b) a team approach for tracking students during high school and postsecondary education, (c) documentation of IEP/ITP completion of goals and objectives, and (d) a data base to track all students three years after exit of high school.

- The REC IX provides ***support services*** that include, but are not limited to transportation, sign language interpreter, equipment, tutor, book reader, and job coach.

- The REC IX facilitates ***training activities*** that focus on (a) disability awareness training for student and staff at postsecondary institutions, (b) in-service training for high school personnel and service providers, and (c) quarterly TAG meetings and annual state transition conferences.

- The REC IX facilitates an ***evaluation plan*** through (a) self-evaluation of individual transition programs and (b) follow-up and follow-along activities.

Taxonomy Practices Identified:

Student Development

- Life skills instruction
- Employment skills
- Career and vocational curricula
- Vocational assessment
- Accommodations and support
- Structured work experiences

Student-Focused Planning

- IEP development
- Student participation
- Accommodations and planning strategies

Interagency Collaboration

- Individual-level planning
- Interorganizational framework
- Collaborative service delivery
- Organization-level planning
- Human resource development

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Family Involvement

- Family involvement
- Family empowerment

Program Structure and Attributes

- Program philosophy
- Program policy
- Program evaluation
- Human resource development

Targeted Outcomes:

- Increased independent living skills
- Increased participation in the community
- Increased high school graduation or completion
- Increased participation in postsecondary education or training program
- Increased postsecondary employment
- Increased family involvement
- Increased interagency collaboration

Evaluation Description:

- ***Formative***: Data were gathered following each in-service training for school district and postsecondary staff. All transition program activities were monitored and evaluated by TAG members.

- ***Summative***: A first year report was submitted utilizing quantitative and qualitative analysis of program effectiveness based on parent and student satisfaction and staff feedback gathered from surveys. Student progress was evaluated using IEP/ITPs to determine mastery of goals and objectives. Finally, a database is being developed to track the progress of graduates three years after graduation.

Evaluation Findings:

These evaluation findings reflect first year evaluation activity of seniors in their final year of high school or graduates in their first year at postsecondary institutions or competitive employment.

- Nine high school graduates are employed fulltime in competitive employment.
- Eight high school graduates are currently enrolled in postsecondary education institutions.

Although this program was just completing its first year when this description was developed and evaluation findings are preliminary, REC IX provides a good example of a comprehensive program within a rural context that has included evaluation as a major program component.

SUPERMARKET CAREERS PROGRAM

Project Title:
Supermarket Careers Program

Contact Person:
Teri Carty, Program Coordinator

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Project Purpose:
The Supermarket Careers program was designed to demonstrate that students and adults with disabilities can be successfully trained and employed in the supermarket industry and related retail operations. The purpose of this project is to increase participants' employment prospects through necessary supermarket career and related retail operation skills. Competencies are mastered during the course of study, training, and supervised work experiences. In addition, participants work on improving their levels of self-esteem, work-related social skills, on-time behaviors, and pre-employment skills.

General Program Overview:
The Supermarket program includes the set-up of an operating mini-mart where students develop skills relating to all facets of the supermarket industry. The students receive ongoing experiences that prepare them for the world of work. Specialized classroom training and a partnership with the supermarket industry enable students to develop confidence via the process of becoming successful employees.

Unique Program Components:

- ***Assessment of individual vocational interests and abilities:*** The following assessment instruments are utilized: (a) Talent Assessment Program, (b) Vocational Implications of Personality, (c) Pictorial Inventory of Careers, and (d) Street Survival Skills Questionnaire. Results are used to develop appropriate student transition plans.

- ***Parental/family involvement and support:*** Activities are designed to meet student and family needs by offering a variety of support services. Parents provide insight to supermarket training staff and employers.

- ***Community integration:*** The students are involved in community tours and specialized training sessions within each supermarket department.

- ***Employer recruitment:*** Employer recruitment is becoming necessary due to the increasing number of interested students. The program shows an increased rate of successful job placements and the positive effects of integrating students into the community.

- ***Employer/employee training:*** Awareness and understanding of disability is promoted through educating the employer and staff. Effective techniques and strategies are explained and demonstrated at monthly meetings.

Taxonomy Practices Identified:

Student Development

- Employment skills instruction
- Career & vocational curricula
- Structured work experience
- Vocational assessment
- Accommodations & support

Student-Focused Planning

- Student participation
- Accommodation & planning strategies

Interagency Collaboration

- Organization-level planning
- Human resource development

Family Involvement

- Family involvement

Targeted Outcomes:

- Increased self-esteem
- Increased understanding and knowledge of how to obtain and keep a job
- Increased employability skills
- Increased employment rates
- Increased maintenance of employment
- Increased employer awareness and appreciation of individuals with disabilities
- Increased employee and employer satisfaction
- Increased family involvement
- Increased participation in community

Evaluation Description:

- ***Formative:*** Evaluation instruments and checklists used to assess student progress and outcomes include (a) pre- and post-Piers-Harris Children's Self-Concept Scale, (b) pre- and post-informal student observation and teacher assessment of student work-related social skills, (c) weekly monitoring of student time cards and attendance, (d) advisory council and employer preemployment skills checklists on student progress, and (e) adapted Cornell University checklist of supermarket competencies.

- ***Summative:*** Follow-up study of graduates and nongraduates includes the following: (a) data summaries of the program objectives are completed by the program coordinator, (b) data summaries of the job evaluations are completed by the supermarket supervisors after the four-week internship, and (c) data summaries are collected from each student entering and exiting the program. All information is documented and disseminated to cooperating school superintendents, principals, counselors, special education teachers, and participating supermarkets.

Evaluation Findings:

- Fifty-five percent of student graduates have maintained employment over the past five years.

CAN I MAKE IT?

Project Title:
Can I Make It?

Contact Person:
Ellen Arnold, Ed.D., Project Director

Mailing Address:
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Rochester, NY 14618

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716-442-0404

Project Purpose:

Can I Make It? assists students with mild disabilities in effectively transitioning from high school to college or a postsecondary academic program. Through interactive and goal-directed activities, students develop a self-advocacy portfolio that reflects their self-knowledge related to how to succeed in a postsecondary setting. Families are an integral part of the program's transition planning.

This course is based on the belief that all students can be successful, if they build their choices around their unique strengths and learn the steps to self-empowerment.

General Program Overview:

Can I Make It? is a 20-hour course designed to help students with disabilities make effective choices about postsecondary education. Students are involved in small groups, family members are involved in a simultaneous corresponding curriculum that helps them define their role in helping their son or daughter make the transition to life after high school. Classes are highly interactive, blending skill development, cognitive strategy instruction and active self-reflection into a positive learning experience. Students also work with other participating family members who act as mentors and facilitators. A workbook specifically written for the course supports learning.

Classes are typically held on a college campus, although sessions have been conducted in the local public schools. Participants are high school juniors and seniors and their family members. The students have a variety of disabilities, including attention deficit disorder, learning disabilities, emotional disturbances, or physical disabilities, that have impacted their learning. All students have expressed an interest in continuing their education and all have family members who are facing the question of whether college is an appropriate goal for their student. No diagnostic information or testing is required. Admissions is on a first-come, first-serve basis, and class size is limited to 12 families.

Workshop sessions are researched, piloted, revised, evaluated and disseminated by the Learning Institute of The Norman Howard School and are now available to school districts, family groups, or individual families. The course is endorsed by the Rochester Area Consortium of Advocates for College Students with Disabilities.

Unique Program Components:

- ***Simultaneous curriculum for parents and students:*** Many transition programs address the development of self-advocacy for students. This program, however, blends student skill development with new learnings for the parent (adult supporter). Parents who have been intensively involved in advocating for their student also need to develop a new set of skills in order for them to support effective transition. Teaching self-advocacy to the students in isolation sets up conflict and confusion in the family. This program builds a new partnership between family members, identifying appropriate roles and responsibilities for student and parent, using developmentally appropriate activities and materials.

- ***Understanding self as a learner:*** Students must have a belief in personal competence and an understanding of the compensatory strategies that best support their learning in order for them to adapt efficiently to higher education. The following interactive activities support the development of student learning: (a) structured interviews in diads, (b) reflection on content vs. process, (c) understanding of learning 'How does it happen for me?,' (d) understanding what others have said about me as a learner (i.e., psychological reports), and (e) interactive study skills inventory.

- ***Building a support team:*** Students must learn how to build a new supportive community to replace the structured team they may have had in high school. Simulations and active games provide a vehicle for parents and students to explore this important element of postsecondary success. The following activities are examples used in support sessions: (a) group building and experiential "letting go," (b) team building, (c) trust fall, and (d) metaphor from physical activity, eliciting the process of independence.

- ***Process of independence from family supports:*** Strategies that support the belief that the student is the expert are important for both student and parents, if the student is going to become an independent learner and self-advocate. Effective trainers model facilitation skills, an important aspect of the workshop outcomes for both students and adults. The activities used include (a) facilitated feedback with parents losing their tongues and (b) parenting styles and role changes.

- ***Finding the best match:*** Families are overwhelmed with the multiplicity of options for postsecondary education and training. Most parents want "more" information, while the students feel like they are on information overload. Activities structure the families into prioritizing the elements most important for this learner and identify which family members should complete which tasks in the application and decision-making process. These activities include (a) puzzle of finding the environment that best matches your personal style, (b) identification of appropriate student and parent roles, (c) alternatives to college, and (d) development of a timeline and job responsibilities sheet.

- ***Practice in self-advocacy:*** This strand of the workshop structures the development of the language necessary for effective self-advocacy. Students are involved in developing the language in pictures, charts and both oral and written language. Parents adopt a student "buddy" to mentor, providing feedback and supportive criticism. The following activities guide participants toward increased self-advocacy: (a) facilitation of personal learning/communication style, (b) practice through advocacy role plays and admissions or employment interviews, (c) empowerment report card, (d) development of a self-advocacy portfolio, and (e) demonstration of portfolio to other participants.

Taxonomy Practices Identified:

Student Development

- Life skills instruction
- Career & vocational curricula
- Accommodations & planning strategies

Student-Focused Planning

- IEP development
- Student participation
- Accommodations & support

Interagency Collaboration

- Individual-level planning
- Collaborative service delivery
- Organizational-level planning
- Interorganizational framework
- Human resource development

Family Involvement

- Family training
- Family involvement
- Family empowerment

Program Structure and Attributes

- Program policy
- Strategic planning
- Program evaluation
- Resource allocation
- Human resource development

Targeted Outcomes:

- Increased self-assertiveness skills
- Increased self-advocacy skills
- Increased decision-making skills
- Increased parent advocacy skills
- Increased student and parent knowledge base necessary for an effective transition from school to postsecondary programs
- Development of self-advocacy portfolio
- Increased participation in postsecondary education/training program

Evaluation Description:

- Student portfolios: a compilation of student products.
- Student and family satisfaction: pre- and postquestionnaires used to assess program activities.
- College support service providers evaluate incoming students who have taken Can I Make It? with pre- and postquestionnaires used to assess the student's level of self-management and self-direction.
- Trainer's performance: a 5-point Lickert-type scale is used to assess the trainer's effectiveness.
- Additional evaluation information includes student self-evaluations completed after activities, written feedback provided by parents in unsolicited letters, and verbal feedback provided by participants.

Evaluation Findings:

- All students demonstrated improved competency and fluency in self-advocacy.
- All students began a self-advocacy portfolio and completed a personal letter or brochure of self-disclosure to share with college admissions, support service providers and/or professors.
- College support service providers reported that program alumnae make an effective, successful transition to their postsecondary settings.
- Alumnae of Can I Make It? served as mentors to current students, sharing their perceptions of the value of the course.

QUAD CITY/TRI-COUNTY TRANSITION PLANNING COMMITTEE

Project Title:
Quad City/Tri-County Transition Planning Committee

Contact Person:
Nancy Dillard, Project Coordinator

Mailing Address:
Black Hawk Area Special Education District
4670 11th Street
East Moline, IL 61244

Telephone #:
309-796-2500

Fax #:
309-796-2911

Project Purpose:
The purpose of the Transition Planning Committee is to identify current transition services, programs, and funding sources within the local communities for youths with disabilities and their families, and to develop strategies that address unmet student needs.

General Program Overview:
The Quad City/Tri-County Transition Planning Committee sponsors and develops transition projects intended to educate and guide youths with disabilities through the transition process. Dissemination of products and active promotion of transition activities within the community helps develop a better understanding of the transition process. The committee ensures that community resources are available to the youth and their families. Community activities are designed to include students with disabilities and their family, the school staff, and various service agencies.

Unique Program Components:
The Quad City/Tri-County Transition Planning Committee has sponsored the following products and activities:

- ***The School to Work Transition Handbook (6th revision),*** is a resource that provides a concise and informative description of the Quad-City/Tri-County VoTech Region program options, related support services, parent involvement, postsecondary training and education access, and community agencies. This resource is available to high school students with disabilities and their families and to the community at large.

- ***The Agency Fair,*** is an event designed to inform and assist students and families with postsecondary and employment planning needs. In addition, participants attending the fair have the opportunity to meet service agency providers. Information booths are set up to address specific issues, such as postsecondary education, financial aid, job training programs, leisure and recreation programs, Social Security, housing, and transportation. Group and individual sessions provide information on various occupations.

A student workbook has been developed to assist the student in collecting information on various career and postsecondary opportunities and service agency providers. Teachers receive a similar workbook including follow-up postsecondary activities. This workbook is designed to assist the teacher in classroom activities.

- ***Family Information Workshops*** provide family members the necessary information to assist and guide their child in making appropriate postsecondary choices and to enable them to access service agencies.

Taxonomy Practices Identified:

Student-Focused Planning
- IEP development

Interagency Collaboration
- Interorganizational framework
- Organization-level planning

Family Involvement
- Family involvement
- Family training

Program Structure and Attributes
- Strategic planning
- Resource allocation
- Human resources

Targeted Outcomes:
- Increased knowledge of career options
- Increased student and family knowledge of agency services
- Increased family involvement
- Established family network
- Increased community awareness of transition planning
- Increased interagency collaboration

Evaluation Description:

Summative:
- Agency Fair: student, family, school staff, and service agency personnel complete postquestionnaire.
- Agency Fair attendance: compilation of student, family, school staff, and service agency personnel.
- Family Information Workshops: family members complete a postquestionnaire.
- Data are compiled and used to prepare a report that is disseminated to the media, families, and service agencies.

Evaluation Findings:
- Family Information Workshops attendance: 85%.
- Family Information Workshops: families determined the usefulness of information disseminated on a 1-to-5 rating scale, where 5 is the most useful. Four regional sites scored a combined family mean of 4.37.
- Agency Fair attendance: 70% attendance rate included student, family, school staff, and service agency providers.
- All students with disabilities and their families and service agencies received a copy of the School-to-Work Transition Handbook.

CAREER ORIENTATION AND OPTIONS PROGRAM (CO-OP)

Project Title:
Career Orientation and Options Program (CO-OP)

Contact Person:
Linda McCann

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Des Plaines, IL 60016

Telephone #:
708-635-1759

Fax #:
708-635-1987

Project Purpose:
The primary purpose of the Career Orientation and Options Program (CO-OP) is to assist and guide students with disabilities to define their career goals. This comprehensive postsecondary career development program provides opportunities for students with disabilities to develop an action plan that will allow them to enter meaningful training programs or employment consistent with their abilities and interests.

General Program Overview:
The CO-OP provides students a variety of career sessions including (a) explore academic choices and career clusters in weekly small workshop groups; (b) match personal skills, values, and interests with general occupational areas; (c) learn about transferring to four-year colleges; (d) heighten awareness of future job opportunities and the range of career choices by attending workshops, job fairs and seminars; (e) learn about networking and informational interview; (f) learn job-search and interviewing skills; (g) develop a personal career plan; (h) meet employers from area businesses; (i) receive academic tutoring; and (j) learn self-advocacy. Each program component guides the student to develop self-advocacy, goal setting, and active learning skills which are essential to a successful career exploration process.

Unique Program Components:

- ***Individualized Coursework:*** A series of 16 class sessions include an array of pre-employment skills through which students progress at an individualized rate. The sessions are supplemented by a video program that allows students to practice new skills.

- ***Training:*** A staff orientation and inservice training are developed to increase disability awareness among faculty and staff members.

- ***Information and advocacy sessions:*** Sessions are presented to area high school special education teachers and counselors, students with disabilities and their parents, businesses, and industry representatives.

- ***Community collaboration:*** Cooperative agreements are established with area employers, including preemployment experiences for CO-OP participants as well as permanent employment.

- ***Citizens' Advocacy Council:*** This council is set up to ensure community commitment and to advise, campaign, and promote the program.

Taxonomy Practices Identified:

Student Development (Postsecondary)
- Life skills instruction
- Employment skills instruction
- Career and vocational curricula
- Accommodations and support
- Vocational support
- Structured work experiences

Student-Focused Planning
- Student participation
- Accommodations and planning strategies

Interagency Collaboration
- Organizational-level planning

Program Structure and Attributes
- Program philosophy
- Program evaluation
- Human evaluation

Targeted Outcomes:
- Increased competitive employment
- Increased knowledge of career options
- Increased self-advocacy skills
- Increased decision-making skills
- Increased completion of program of study

Evaluation Description:
- ***Summative:*** A 5-point Lickert scale questionnaire was used to survey students and families for satisfaction of program. The results from this survey were presented in a final evaluation report.

Evaluation Findings:
- Ninety-five percent of CO-OP students found competitive employment or enrolled in continuing education.
- Fourteen students have full-time employment while 48 students are employed part time.
- Three students transferred to other training programs.
- All employment activities were conducted by the business community.

Additional Project Resources

The following organizations provided information about their projects during the "nomination" process. Listed below are the contact name, telephone number, address, and a brief project description.

Project Title: Advance Industries
Contact Person: Lena Coleman
Telephone #: 512-886-6955
Mailing Address: Nueces County Mental Health and Mental Retardation (MHMR) Community Center
Wallace E. Whitmore, Jr. C.E.O.
1630 South Brownlee Boulevard
Corpus Christi, TX 78404

Abstract: This project provides vocational programming services for individuals with developmental disabilities from ages 22 to 48. Services include (a) diagnostic and evaluation services, (b) Individual Habilitation Plan development, (c) vocational observation and evaluation, (d) job placement, and (e) job coach support services.

Project Title: Albuquerque Technical-Vocational Institute Special Services
Contact Person: Paul Fmarrella
Telephone #: 505-224-3259
Mailing Address: Albuquerque Technical-Vocational Institute
525 Buena Vista, S.E.
Albuquerque, NM 87106

Abstract: The Albuquerque Technical-Vocational Institute special services department provides high school students with severe disabilities equal access to educational opportunities in order to prepare them for gainful employment in the community. Project activities are designed to (a) assist students to identify their abilities and limitations, (b) provide accommodations necessary to allow them to participate fully in an appropriate program of study and in the least restrictive environment, and (c) assist students in a successful transition from school to work.

Project Title: Autistic Treatment Center
Contact Person: Anna Hundley
Telephone #: 214-644-2076
Mailing Address: Autistic Treatment Center
10503 Forest Lane, Suite 100
Dallas, TX 75243

Abstract: The Autistic Center provides education and training to students with autism and their teachers. Support is offered in the following areas: (a) sheltered employment, (b) transition programming with job training in the community, and (c) residential services, including community-integrated group homes and apartment living with support.

Project Title: BOCES Transition Services Department
Contact Person: Eric Bright
Telephone #: 315-353-6687
Mailing Address: St. Lawrence-Lewis BOCES
P. O. Box 330, N.E. Campus
Norwood, NY 13668

Abstract: The BOCES prepares high school students with disabilities to participate in community work experiences, supported, or work-study programs. Additional supports include job coaching for transportation, use of natural supports, and community work-related issues. The student IEP transition goals and the identified transition services become the guide for community work placements.

Project Title: Business Advisory Committee (BAC) for Vocational Special Education
Contact Person: Ellen Waller
Telephone #: 214-438-5141
Mailing Address: Irving Independent School District
1600 E. Shady Grove Road
Irving, TX 75060

Abstract: The BAC for Vocational Special Education provides business expertise training to vocational and special education educators through (a) locating training sites for community-based instruction, (b) soliciting the cooperation of community business leaders, (c) locating competitive employment for vocational special education students, (d) locating supported employment sites for students with severe disabilities, (e) acting as a liaison between the school district and cooperating businesses, and (f) serving as a forum for conducting student and employee interviews.

Project Title: Career Assessment and Placement Center (CAPC)
Contact Person: Dan Hulbert/Richard Rosenberg
Telephone #: 310-698-8121
Mailing Address: Whittier Union High School District
9401 South Painter
Whittier, CA 90605

Abstract: This program provides vocational services that prepare high school students with disabilities for competitive employment. Transition planning focuses on student interests and preferences. Students are able to learn skills through employment, training and/or education. Other areas include skill development such as: recreational, independent living, social relationships, residential, and financial and economic.

Project Title: Circle of Life Transition Program
Contact Person: Anita Analk
Telephone #: 505-552-6885
Mailing Address: Laguna-Acoma Middle/Senior High School
P. O. Box 76
New Laguna, NM 87038

Abstract: The Circle of Life Transition Program provides transition services to middle- and high-school students of culturally diverse backgrounds. Students with disabilities are provided with a concentrated program of activities according to their individual abilities, needs, and interests. The major program components include (a) student skill development, (b) student-focused planning, (c) interagency collaboration, and (d) family involvement.

Project Title: Collaborative Communications Skills Support System
Contact Person: Audrey Lunday
Telephone #: 701-857-3030
Mailing Address: Minot State University
500 University Ave.
Minot, ND 58701

Abstract: The Communication Skills program develops, disseminates, and demonstrates materials and ideas for enhancing communication between students and teachers. Entering students are evaluated, a student skills profile is developed of the actual skills and the student's understanding of his or her communication skills. Project personnel regularly provide consultation to and collaboration with academic and vocational instructors.

Project Title: Colorado Systems Change Transition Grant
Contact Person: John St. George
Telephone #: 303-879-5239
Mailing Address: Northwest BOCES
c/o Steamboat Springs High School
Box 4368
Steamboat Springs, CO 80477

Abstract: This project provides transition planning activities that include informal and formal assessment of family needs and student interests and preferences. As a major component to the transition planning process, families and students are guided to develop self-advocacy skills. A series of work-related training experiences are offered in the community. The ultimate aim of the student's transition plan is independence and functioning as a full community member.

Project Title: Connections Transition Newsletter and Resource List
Contact Person: Paula House
Telephone #: 303-691-7384
Mailing Address: Denver Public Schools
Department of Student Services
3000 S. Clayton
Denver, CO 80210

Abstract: This project produces an annual newsletter distributed to all middle- and high-school students enrolled in special education, their families, community service agencies, and teachers. Topics covered are transition-

related and include information about community resources, family involvement in transition planning, legal issues, employment training opportunities, transportation, recreation, health, and support groups. An additional newsletter is written specifically for students and families.

Project Title: Educational Service Unit (ESU) #9
Vocational Transition Program
Contact Person: D. Bruce Rockey
Telephone #: 402-463-5611
Mailing Address: ESU #9
1117 E. South St.
Hastings, NE 68901

Abstract: ESU #9 provides a comprehensive transition planning process for high school students with disabilities. The program has established a solid framework that continues to be systematically and longitudinally developed by the student, school personnel, family, community, and adult service providers. The framework focuses on transition procedures and activities, and post-school opportunities. Students are taught to participate in a multitude of activities and settings to facilitate their success in transitioning from school to post-school environments.

Project Title: Florida Network
Contact Person: Jeanne B. Repetto
Telephone #: 904-392-0701
Mailing Address: University of Florida
Department of Special Education
G315 Norman Hall
Gainesville, FL 32611-2053

Abstract: The Florida Network is a statewide database designed to collect information on effective transition programs offered throughout Florida. The database includes current transition programs available for replication to practitioners, administrators, agency personnel, parents, policymakers, and other interested parties.

Project Title: Gulf Coast Works
Contact Person: Cindy Kegg
Telephone #: 409-938-8016
Mailing Address: Gulf Coast Works
1501 Amburn Road N., Suite 11
Texas City, TX 77591

Abstract: This program promotes supported employment for individuals with severe developmental disabilities or long-term mental illness. The model is based on (a) inclusion of an individual in a job placement within a natural employment setting, (b) quality services, and (c) education and cooperation of service providers inside and outside the organization.

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Project Title: Jones Learning Center
Contact Person: Diana McCormick
Telephone #: 501-754-3839
Mailing Address: Jones Learning Center
University of the Ozarks
415 N. College Ave.
Clarksville, AR 72830

Abstract: The Jones Center is a postsecondary academic support unit that offers enhanced support services to students with learning disabilities. This comprehensive, holistic program focuses on the development of techniques and strategies that enable students to build skills utilizing their strengths and compensating for deficits. Students follow a program that has been individually designed.

Project Title: Learning Enhanced Achievement Program
Contact Person: Debbie Gladden
Telephone #: 803-325-2876
Mailing Address: York Technical College
452 S. Anderson Road
Rock Hill, SC 29730

Abstract: This project accommodates students with learning disabilities in a postsecondary education-to-workplace environment. A wide range of services includes assessment of the individual's learning needs and provides for educational accommodations. Other service options include (a) career assessment, (b) academic monitoring and remediation, (c) diagnostic services, (d) counseling, (e) tutoring, (f) job training, and (g) job placement.

Project Title: Life Styles, Inc.
Contact Person: Betsy Smith
Telephone #: 501-521-3581
Mailing Address: Life Styles, Inc.
2471 W. Sycamore
Fayetteville, AR 72703

Abstract: The Life Styles, Inc. supported employment program is consumer-oriented and consumer-directed. Detailed information is gathered from the consumer regarding abilities, limitations, interests, preferences, and likes and dislikes of job and non-job related areas. Services are offered in the following areas: (a) community support, (b) transitional apartment living, (c) college living, (d) technology center for independence, and (e) home maid employment.

Project Title: Mega Co-op
Contact Person: Marie J. Lowery
Telephone #: 713-334-3433
Mailing Address: Mega Co-op
2111 Pleasant Valley Drive
League City, TX 77573

Abstract: The Mega Co-op Transition Project provides services and activities to students in high school with moderate and severe disabilities. Project options include (a) independent living skills evaluation; (b) vocational counseling, (c) vocational development, (d) vocational evaluation, (e) job placement, and (f) on-the-job training. Throughout the transition process, activities focus on a family involvement, including informational meetings, open house, family training sessions, the evaluation process, the curriculum development process, and the Individualized Transition Plan (ITP).

Project Title: Model Demonstration Dropout Program
Contact Person: Larry Kortering
Telephone #: 704-262-6060
Mailing Address: Appalachian State University
124 Duncan Hall
Boone, NC 28608

Abstract: This project includes a number of activities developed for students who may be at risk of dropping out of school. For example, Job Clubs provide a forum where students can learn and apply job-search strategies and skills. Other activities include mentors for each 9th grader, developing a vocational assessment portfolio for high school students, and increasing self-determination skills included on the IEP.

Project Title: New Mexico Highlands University
Contact Person: James M. Alarid
Telephone #: 505-454-3538
Mailing Address: New Mexico Highlands University
Department of Education
Las Vegas, NM 87701

Abstract: This project provides a variety of services to individuals with developmental disabilities in preparation for employment. The primary activities are employment placement options, career development, life skills, and a range of support services. All services are designed to maintain employment and community integration.

Project Title: Partnership for Success
Contact Person: Susan Kimmel
Telephone #: 516-747-5400
Mailing Address: National Center for Disability Services
201 IV Willets Rd.
Albertson, NY 11507

Abstract: The focus of Partnership for Success is to develop self-determination skills in high school students with disabilities in order to prepare them to lead active and productive lives in their community. The program includes three components: (a) curriculum, (b) mentoring, and (c) community work experience.

Project Title: Project ACES: A supported employment program for youth with psychiatric disabilities
Contact Person: Robert Gervey
Telephone #: 718-863-1700
Mailing Address: Albert Einstein College of Medicine
2527 Globe Ave.
Bronx, NY 10461

Abstract: Project ACES is a supported-employment program designed to serve youth, ages 16-25, with serious emotional disturbances. The project is part of controlled research that includes the following three vocational treatment programs: (a) individual placement using job coaching, (b) individual placement using natural supports in the workplace, and (c) traditional sheltered workshop training. The results of this study clearly indicate the superiority of the supported employment with job coaching model over the sheltered workshop model. Supported employment with natural supports was also superior to the sheltered workshop in terms of placement rate.

Project Title: Project Career Opportunities Through Education for Persons with Disabilities (COED)
Telephone #: 214-634-910
Contact Person: Carole Shafner
Mailing Address: Association for Retarded Citizens
2114 Anson Rd.
Dallas, TX 75235

Abstract: Project COED provides job skill training and job placement for individuals with mental retardation and related developmental disabilities. Individuals may receive skill preparation in one of three training options: (a) office/clerical, (b) food service, and (c) housekeeping.

Project Title: Project V.A.L.U.E.
Contact Person: Jamie Gfeller
Telephone #: 405-946-4489
Mailing Address: Dale Rogers Training Center
2501 N. Utah
Oklahoma City, OK 73107

Abstract: This project provides training and supported employment in integrated community settings for youth and adults with mental retardation. Services include (a) assessment of student preferences and interests; (b) job exploration, simulated and actual training work sites; (c) job coach; and (d) job matching in the community.

Project Title: Pueblo Community/District #60 Transition Project
Contact Person: Cathe Cordova
Telephone #: 719-549-7374
Mailing Address: School District #60
Central High School
216 E. Orman Ave.
Pueblo, CO 81004

Abstract: This project serves high school students and young adults with disabilities. Transition classes I and II cover a wide array of transition issues, for example, career awareness, job shadowing, transportation, and community-based instruction. The second phase for young adults consists of follow-up options that complement the transition classes. These options include support for postsecondary education, employment training, job shadowing, recreational support, and/or a list of transition-related activities.

Project Title: Rapid City Transition Project: Experience Based Career Education (EBCE)
Contact Person: Jane Paulson
Telephone #: 605-394-4084
Mailing Address: Rapid City Area Schools
Central High Schools
433 N. 8th
Rapid City, SD 57701

Abstract: EBCE is a comprehensive transition program that provides high school students with disabilities the necessary experience to enter the world of work and postsecondary education or training. A strategic planning process is implemented for developing IEPs and includes transition services. Student academic needs and career experiences are provided through in-class and community-based sites.

Project Title: Red Rock Mental Health Center
Red Rock Projects with Industry
Contact Person: Joane Rosemont
Telephone #: 405-425-0381
Mailing Address: Red Rock Mental Health Center
4400 N. Lincoln Blvd.
Oklahoma City, OK 73105

Abstract: The Red Rock projects provide paid supported-employment opportunities to individuals with severe and persistent mental illness. Consumers participate in formal and informal assessments in simulated work settings or actual community job sites. A job coach trains with the worker until fading occurs. Contact with worker and employer is maintained.

Project Title: Sheltered Workshop for Payne County
Contact Person: Melissa Gofourth
Telephone #: 405-377-0834
Mailing Address: Sheltered Workshop for Payne County
Rt. 1, Box 729
Stillwater, OK 74074

Abstract: This community-based program offers a range of services to adults with developmental disabilities. Services and activities offered include (a) speech and hearing evaluations, (b) occupational skills training, (c) vocational development, (d) on-the-job training, and (e) supported employment.

Project Title: Supported Living Institute
Contact Person: Sylvia Wilson
Telephone #: 303-691-7385
Mailing Address: Denver Public Schools
3000 S. Clayton
Denver, CO 80210

Abstract: The Supported Living Institute is a community-based program for transitioning young adults. The major focus of the program is to improve functional daily living skills. Training may include a wide range of services and activities such as: (a) vocational placement, (b) supported and competitive employment, (c) training in domestic chores, (d) transportation, (e) recreational skills, (f) postsecondary educational assistance, and (g) family involvement.

Project Title: Transition Action for Persons with Deaf-Blindness
Contact Person: Debbie Feeley
Telephone #: 517-334-6645
Mailing Address: Michigan Services for Children and Youth with Deaf-Blindness
c/o Michigan School for the Blind
715 West Willow St.
Lansing, MI 48913

Abstract: This project provides unique training opportunities that address the transition of youth with deaf-blindness and individuals with severe disabilities. State and local teams are established to identify and address the needs, interests, and preferences of youths with disabilities through IEP planning sessions. This interagency approach promotes better transition outcomes.

Project Title: Turning Points
Contact Person: Carol Tashe
Telephone #: 603-228-2084
Mailing Address: Institute on Disability/UAP
University of New Hampshire
10 Ferry Street #14
Concord, NH 03301

Abstract: This project promotes the principles of full inclusion, natural supports, youth and family leadership, and typical social and community connections for students and young adults with disabilities. School restructuring is the major goal. Activities include (a) training and technical assistance provided to schools; (b) model demonstration sites to develop and implement the principles; (c) policy changes in the areas of funding, diplomas, access to classes, school restructuring; (d) research and evaluation; (e) leadership education of youth and family; (f) dissemination of written materials; and (g) publication of topical materials.

Project Title: Validation and Assessment of Social Interaction
Contact Person: Carolyn Hughes
Telephone #: 615-322-8160
Mailing Address: Vanderbilt University
George Peabody College
Box 328
Nashville, TN 37203

Abstract: This program consisted of two complementary studies on social interactions of students with disabilities at a regular secondary school. The intervention involved peers with and without disabilities as tutors and conversation partners. Both studies explored the effectiveness of self-instruction with multiple exemplar training on increasing students' generalized conversation skills across different students and settings. The second study incorporated multiple social validation measures that supported (a) participants, (b) target behaviors, and (c) the intervention. Finally, multiple measures were used to assess participant goals, establish social comparison normative standards, and validate intervention effectiveness.

Project Title: Volunteers of America
Contact Person: Nola Falker
Telephone #: 504-836-5225
Mailing Address: Community Living Centers Supported Employment Program
Volunteers of America
3900 North Causeway Blvd. #750
Metairie, LA 70002-7291

Abstract: This project provides community-based employment for individuals who were previously considered unemployable. Vocational and functional assessments are conducted to identify appropriate job possibilities. The individual receives on-the-job training in an integrated setting. A natural and gradual transfer of responsibility to co-workers and employers is also addressed.

Project Title: West Virginia Statewide Transition System Project
Contact Person: Ghaski Lee
Telephone #: 304-558-2696
Mailing Address: West Virginia Department of Education
1900 Kanawha Blvd. E.
Charleston, WV 25305-0330

Abstract: The West Virginia Statewide Transition Systems Change Project (WVTP) is a central interagency resource that coordinates systems change throughout statewide transition services. The WVTP office promotes development of state transition policies and programs, provides statewide training and technical assistance, and distributes information on transition strategies and priorities.

Author's Note

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Appendix A

Taxonomy for Transition Programming

A Taxonomy for Transition Programming

Paula D. Kohler, Ph.D.
Transition Research Institute
University of Illinois at Urbana-Champaign

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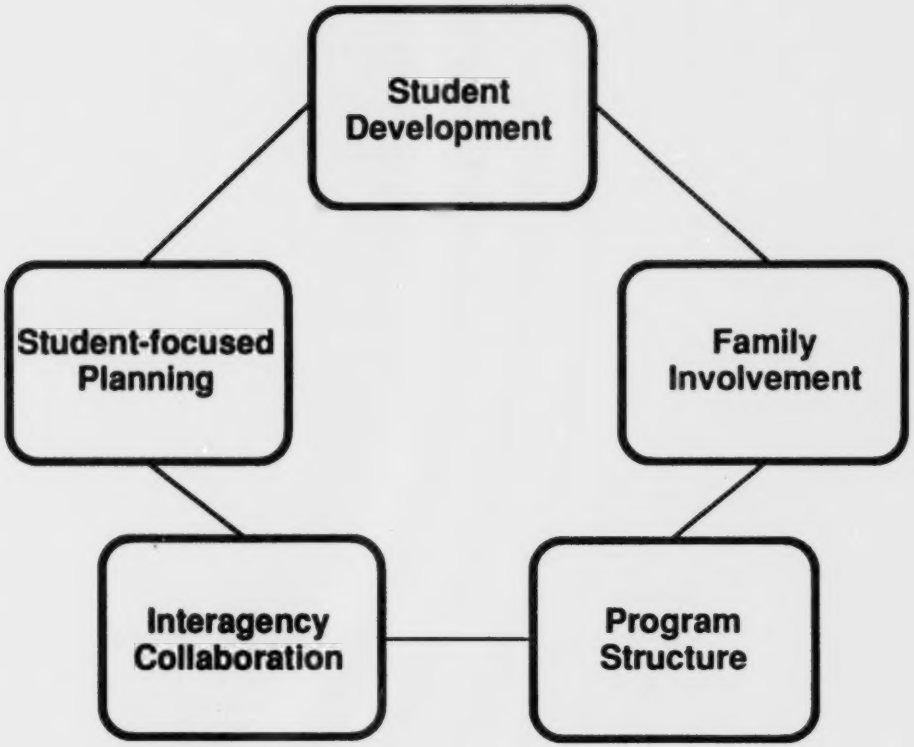
Taxonomy for Transition Programming



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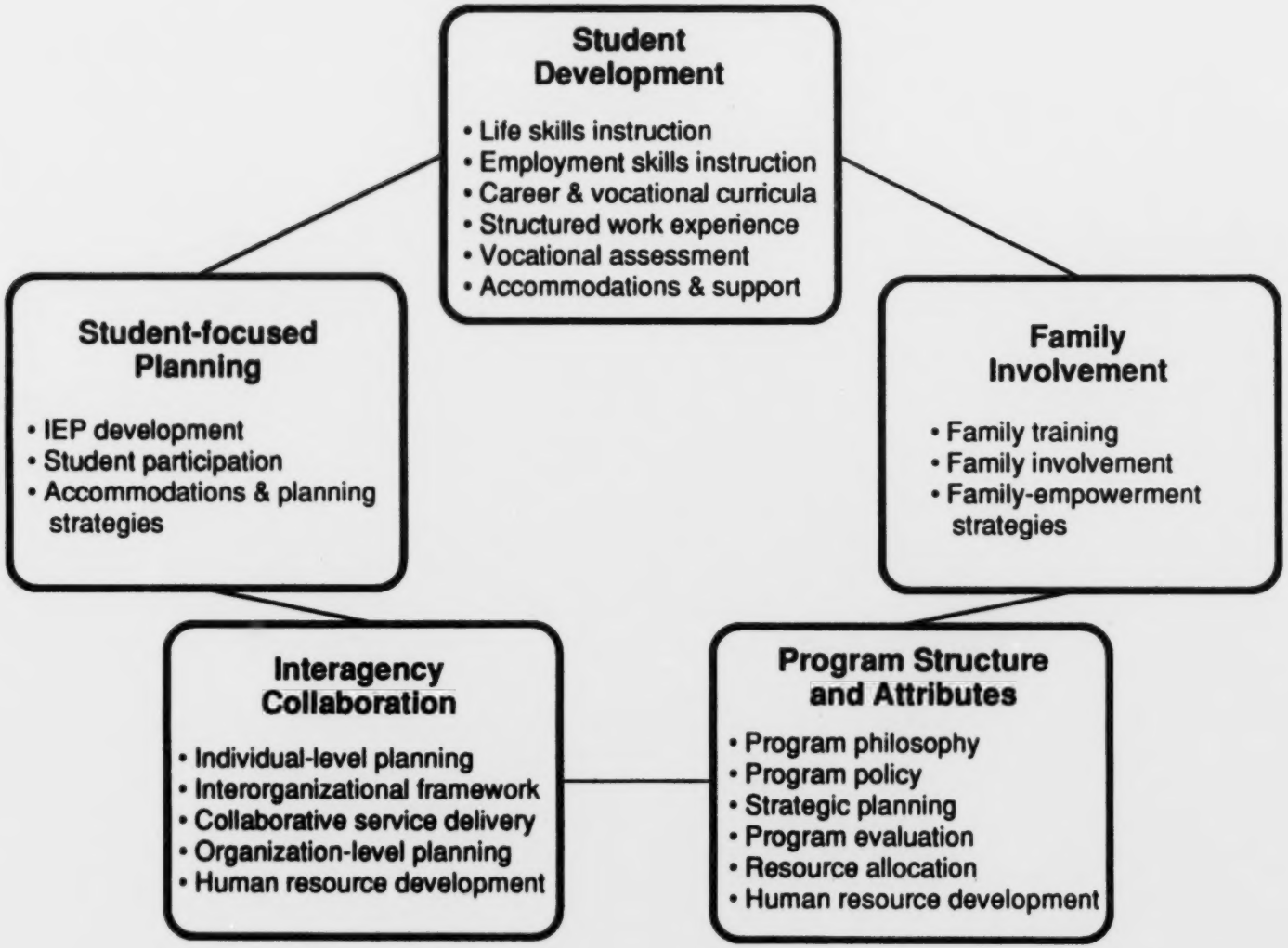

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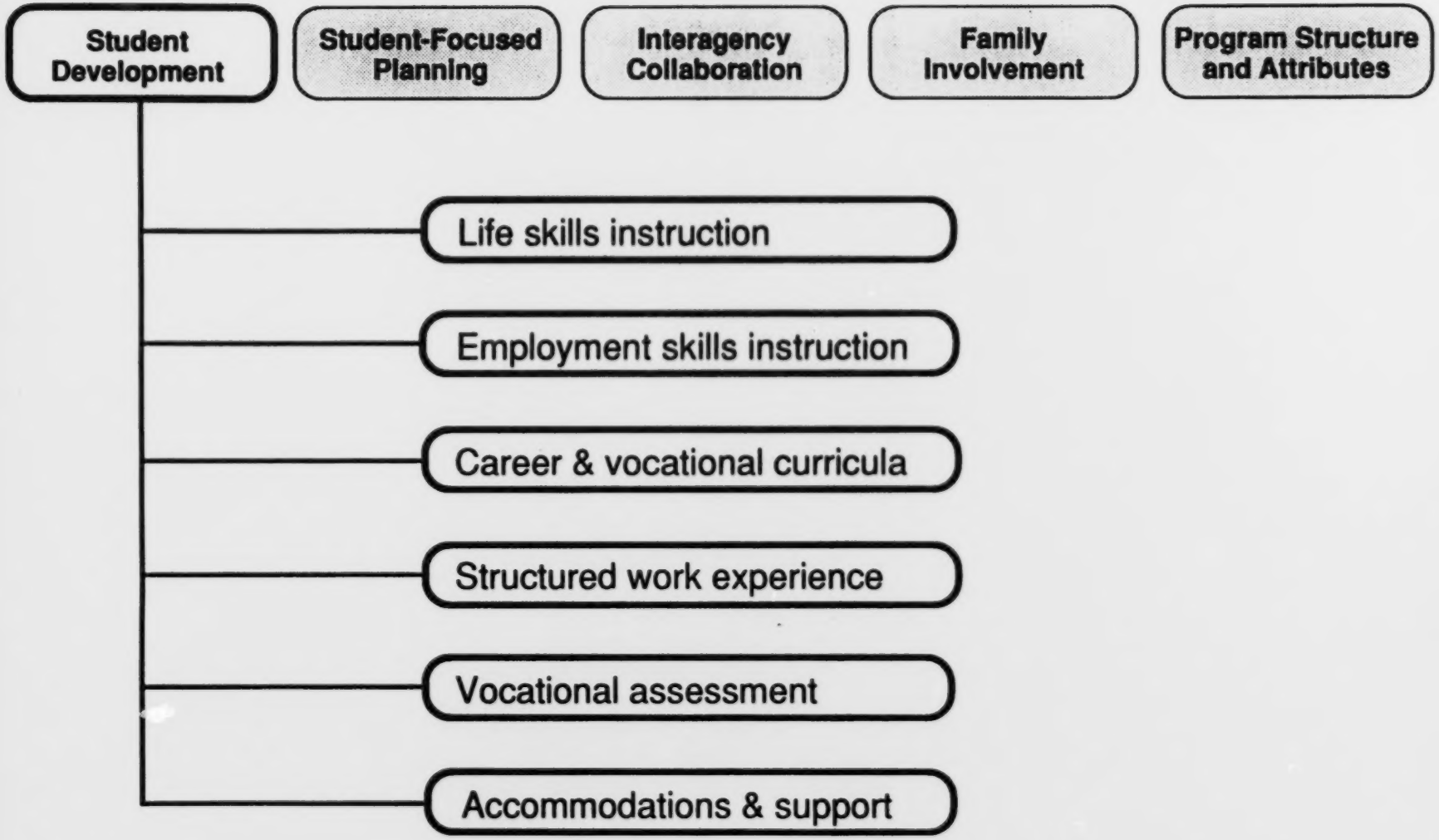
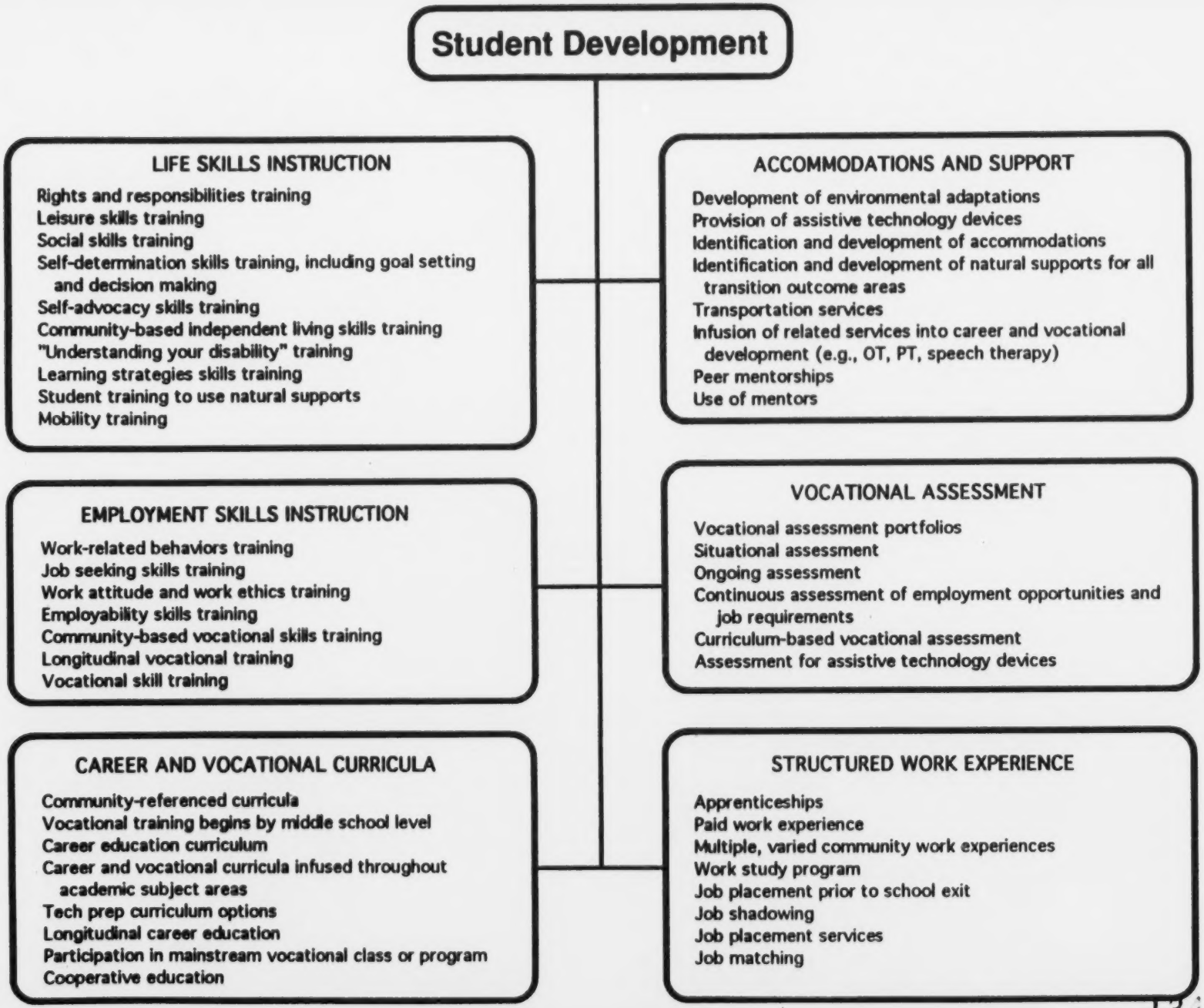
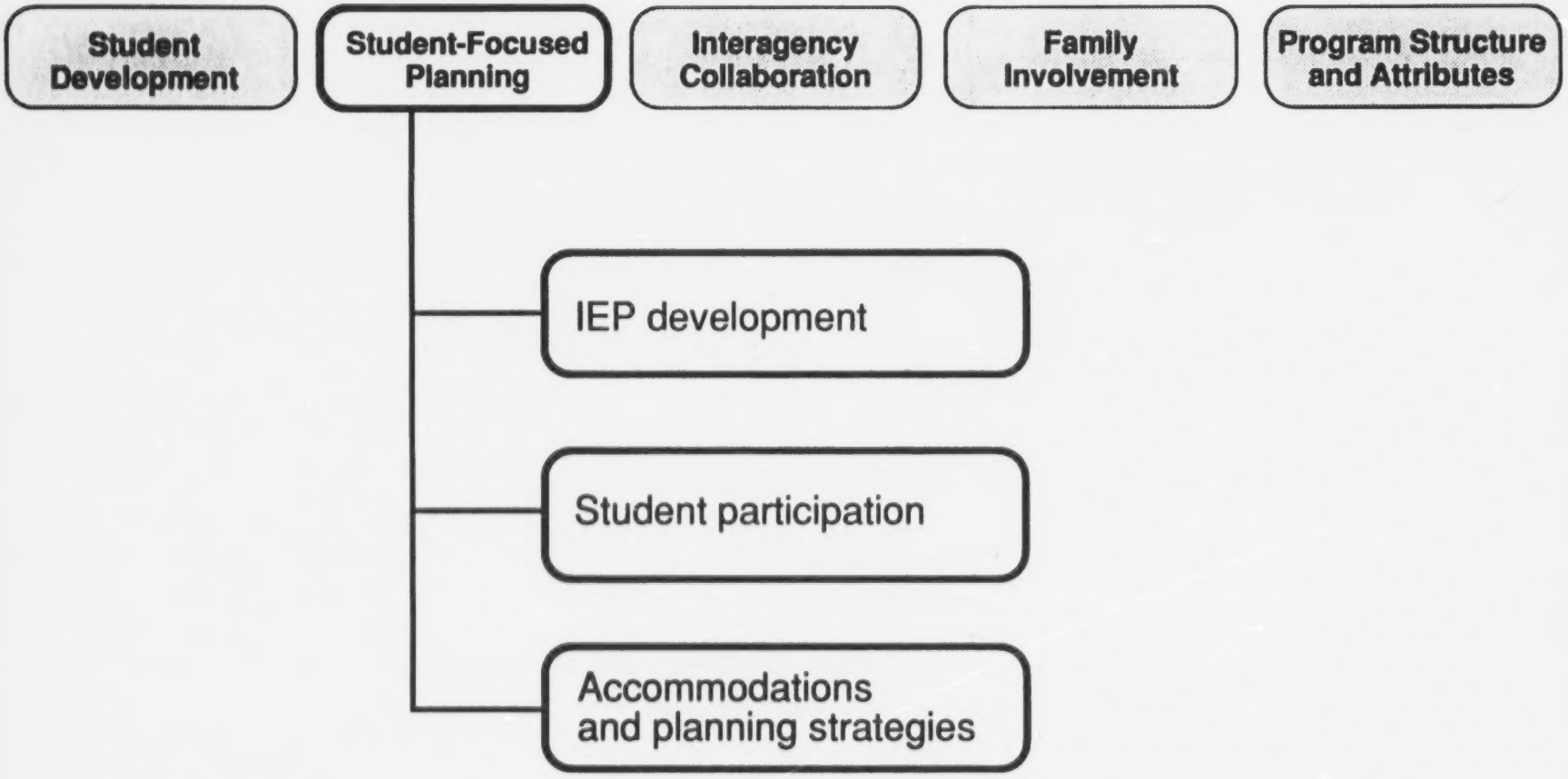



Student Development
LIFE SKILLS INSTRUCTION
Rights and responsibilities training
Leisure skills training
Social skills training
Self-determination skills training, including goal setting and decision making
Self-advocacy skills training
Community-based independent living skills training
"Understanding your disability" training
Learning strategies skills training
Student training to use natural supports
Mobility training
EMPLOYMENT SKILLS INSTRUCTION
Work-related behaviors training
Job seeking skills training
Work attitude and work ethics training
Employability skills training
Community-based vocational skills training
Longitudinal vocational training
Vocational skill training
CAREER AND VOCATIONAL CURRICULA
Community-referenced curricula
Vocational training begins by middle school level
Career education curriculum
Career and vocational curricula infused throughout academic subject areas
Tech prep curriculum options
Longitudinal career education
Participation in mainstream vocational class or program
Cooperative education
ACCOMMODATIONS AND SUPPORT
Development of environmental adaptations
Provision of assistive technology devices
Identification and development of accommodations
Identification and development of natural supports for all transition outcome areas
Transportation services
Infusion of related services into career and vocational development (e.g., OT, PT, speech therapy)
Peer mentorships
Use of mentors
VOCATIONAL ASSESSMENT
Vocational assessment portfolios
Situational assessment
Ongoing assessment
Continuous assessment of employment opportunities and job requirements
Curriculum-based vocational assessment
Assessment for assistive technology devices
STRUCTURED WORK EXPERIENCE
Apprenticeships
Paid work experience
Multiple, varied community work experiences
Work study program
Job placement prior to school exit
Job shadowing
Job placement services
Job matching

Taxonomy for Transition Programming



Student-Focused Planning

IEP DEVELOPMENT

Transition-related goals and objectives specified in the IEP
Post secondary education or training goals and objectives specified in the IEP
Community participation goals and objectives specified
Vocational goals and objectives specified
Residential goals and objectives specified
Recreation and leisure goals and objectives specified
Post secondary options identified for each outcome area
Educational experiences correspond to transition-related goals
Transition goals are measurable
Financial issues addressed in planning
Medical needs addressed in planning
Guardianship addressed in planning
Specified goals and objectives result from consumer choices
Progress toward or attainment of goals is reviewed annually
Responsibility of participants or agencies specified in the planning document
IEP supported by individual career plan

STUDENT PARTICIPATION

Self-determination facilitated within the planning process
Planning decisions driven by student and family
Planning process is student-centered
Planning process is student-directed
Student participation in planning
Student involvement in decision making
Documentation of student interests
Documentation of student preferences
Student made aware of post secondary educational institutions and services available
Preplanning activities for students
Career counseling services provided to student
Student self-assessment of preferences
Student self-assessment of interests
Student self-evaluation of his or her progress
Student prepared to participate in planning via curricular activities (e.g., communication, interactive skills, etc.)
Identification of student interests

ACCOMMODATIONS AND PLANNING STRATEGIES

Assessment information is used as basis for planning
Transition-focused planning begins no later than by age 14
Meeting time adequate to conduct planning
Preparation time adequate to conduct planning
Transition planning meeting time and place conducive to student and family participation
Process evaluation of planning process relevant to fulfillment of responsibilities
Multiethnic and multicultural perspective
Accommodations made for limited English proficiency
Functional evaluation of student's social abilities
Functional evaluation of student's cognitive abilities
Functional evaluation of student's physical abilities

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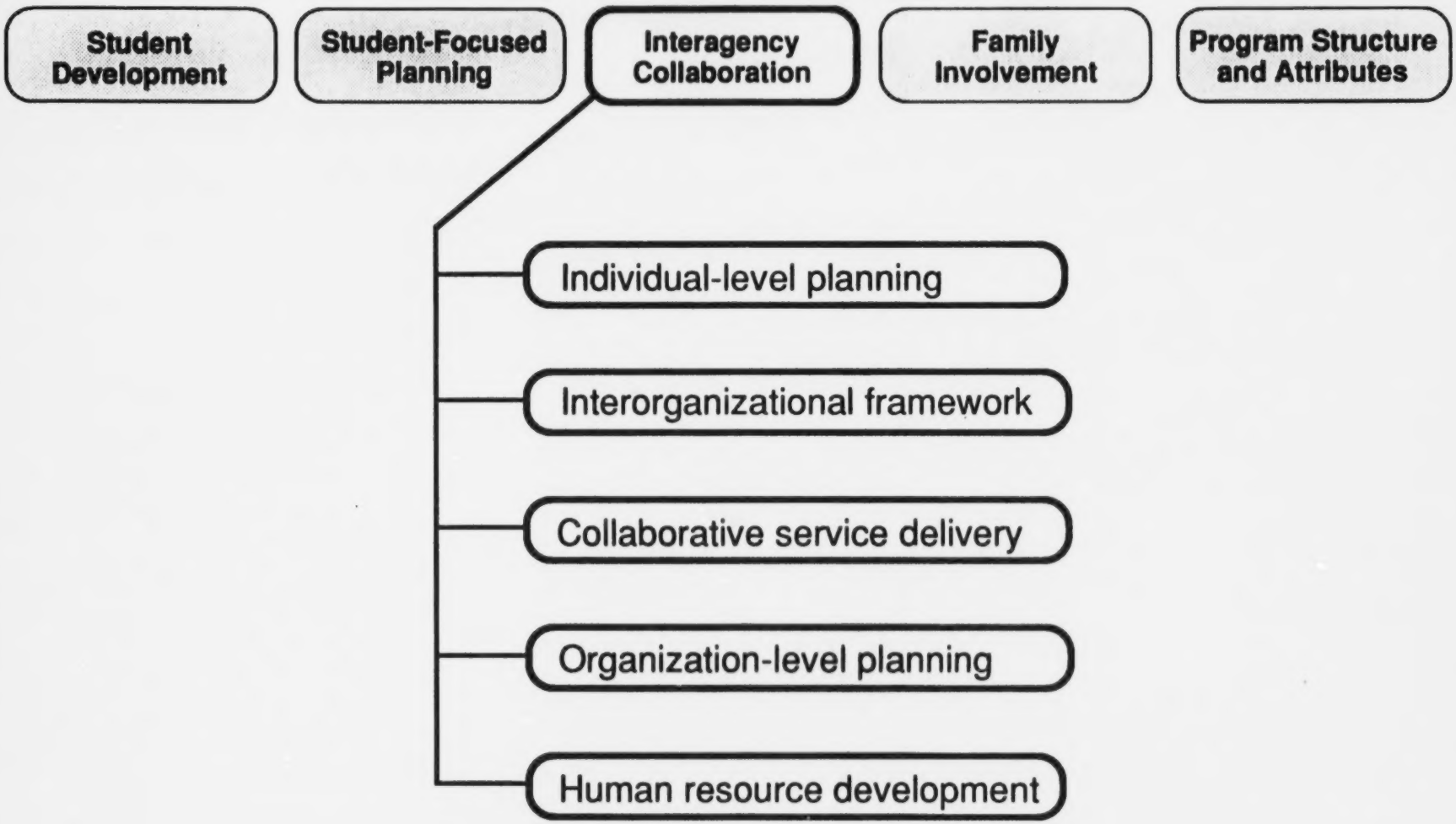


Interagency Collaboration

INDIVIDUAL-LEVEL PLANNING

- Individual transition planning team includes student, parents, school personnel, and appropriate related or adult services personnel
- Student- and family-centered approach to planning and service delivery
- Agency contact with student occurs prior to student's exit from school
- Referral to adult service provider(s) occurs prior to student's exit from school
- Individual transition team leader identified

COLLABORATIVE SERVICE DELIVERY

- Duplicative services reduced
- Duplicative requests for information reduced
- Delineated fiscal resource sharing
- Reduction of system barriers to collaboration
- Collaborative funding of transition services
- Delineated personnel resource sharing
- Collaborative use of assessment data
- Coordinated delivery of transition-related services
- Program information disseminated among cooperating agencies
- Shared delivery of transition-related services or training
- Collaborative planning and service development

ORGANIZATION-LEVEL PLANNING

- Collaborative consultation between special, "regular," and vocational educators
- Transdisciplinary policies and procedures related to transition
- Projection of upcoming service needs
- Transdisciplinary student assessment requirements and processes
- Collaboration between post secondary education institutions and the school district
- Interagency coordinating body includes consumers and family members
- Annual evaluation of interdisciplinary policy and procedures
- Ongoing community-level planning focused on transition-related issues and services
- Community resource directory
- Business and industry involvement in program development

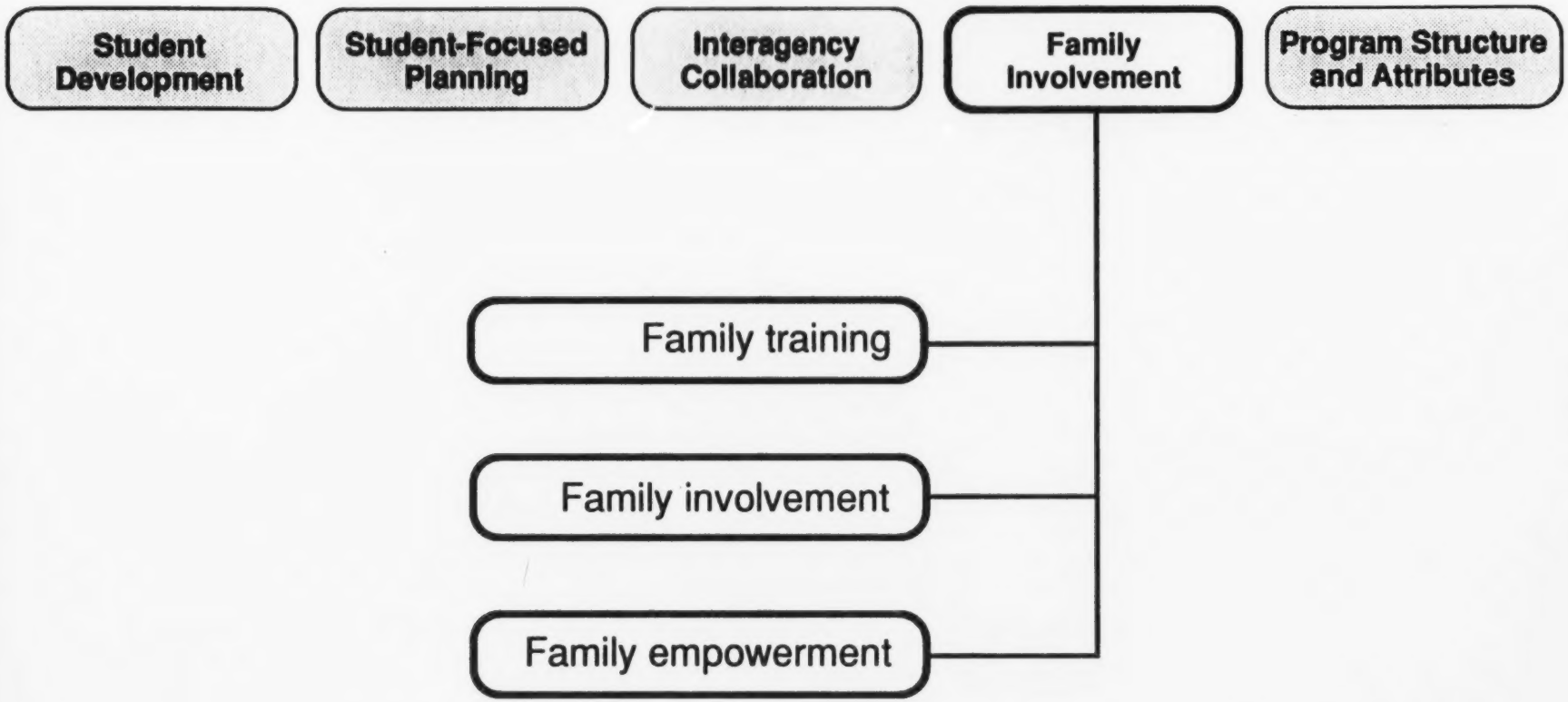
INTERORGANIZATIONAL FRAMEWORK

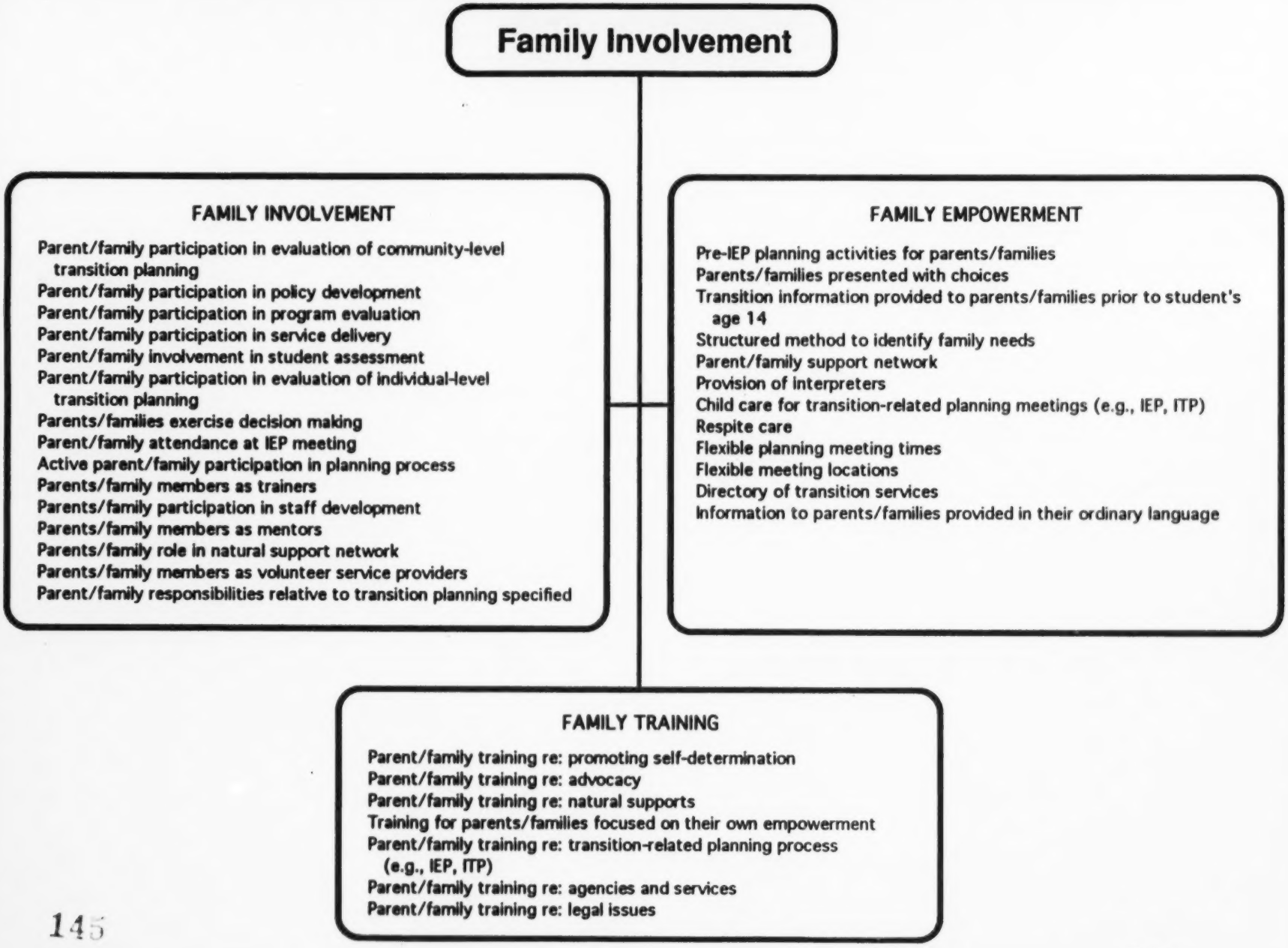
- Existence of interagency coordinating body
- Formal interagency agreement
- Interagency coordinating body includes employer representation
- Roles of agencies related to transition service delivery clearly articulated
- Established methods of communication among service providers
- Student information shared among agencies (with appropriate release of information and confidentiality)
- Established procedures for release of information among agencies
- Single-case management system
- "Lead" agency identified
- Designated transition contact person for all agencies

HUMAN RESOURCE DEVELOPMENT

- Transdisciplinary staff development activities
- Training activities for employers
- Training activities focused on student and parent empowerment

Taxonomy for Transition Programming




Family Involvement
FAMILY INVOLVEMENT
Parent/family participation in evaluation of community-level transition planning
Parent/family participation in policy development
Parent/family participation in program evaluation
Parent/family participation in service delivery
Parent/family involvement in student assessment
Parent/family participation in evaluation of individual-level transition planning
Parents/families exercise decision making
Parent/family attendance at IEP meeting
Active parent/family participation in planning process
Parents/family members as trainers
Parents/family participation in staff development
Parents/family members as mentors
Parents/family role in natural support network
Parents/family members as volunteer service providers
Parent/family responsibilities relative to transition planning specified
FAMILY EMPOWERMENT
Pre-IEP planning activities for parents/families
Parents/families presented with choices
Transition information provided to parents/families prior to student's age 14
Structured method to identify family needs
Parent/family support network
Provision of interpreters
Child care for transition-related planning meetings (e.g., IEP, ITP)
Respite care
Flexible planning meeting times
Flexible meeting locations
Directory of transition services
Information to parents/families provided in their ordinary language
FAMILY TRAINING
Parent/family training re: promoting self-determination
Parent/family training re: advocacy
Parent/family training re: natural supports
Training for parents/families focused on their own empowerment
Parent/family training re: transition-related planning process (e.g., IEP, ITP)
Parent/family training re: agencies and services
Parent/family training re: legal issues

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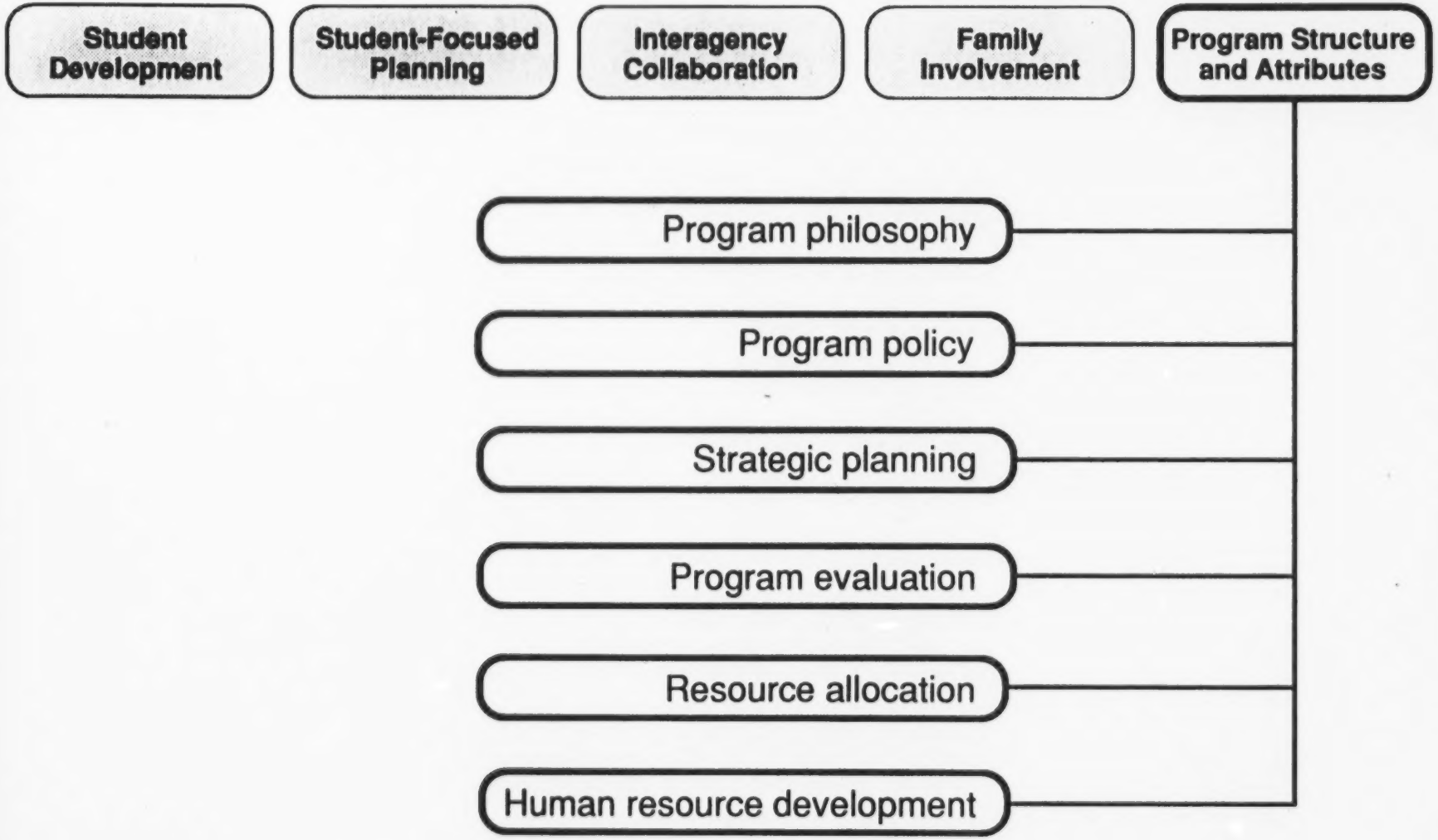
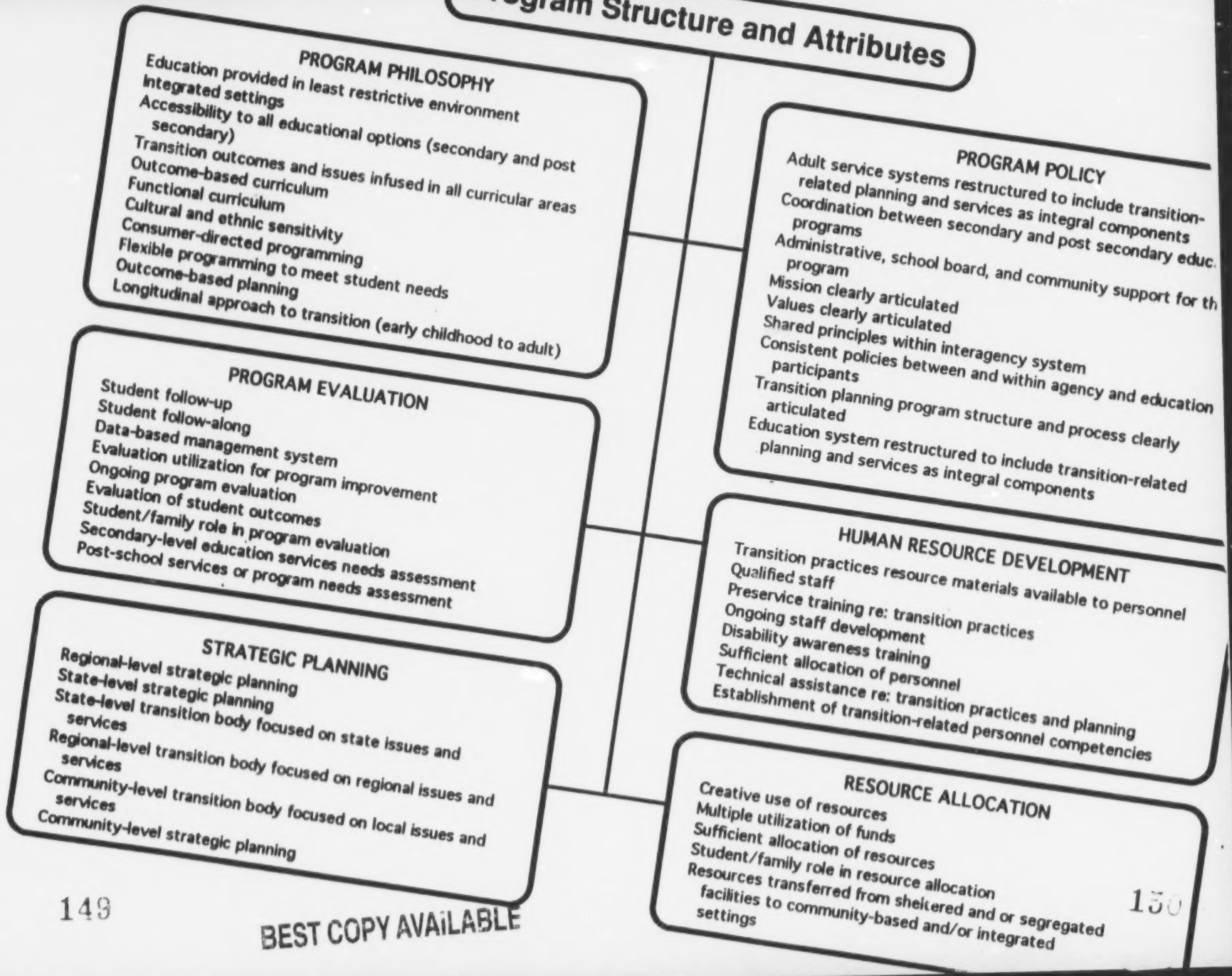


Program Structure and Attributes


PROGRAM PHILOSOPHY
Education provided in least restrictive environment
Integrated settings
Accessibility to all educational options (secondary and post secondary)
Transition outcomes and issues infused in all curricular areas
Outcome-based curriculum
Functional curriculum
Cultural and ethnic sensitivity
Consumer-directed programming
Flexible programming to meet student needs
Outcome-based planning
Longitudinal approach to transition (early childhood to adult)
PROGRAM POLICY
Adult service systems restructured to include transition-related planning and services as integral components
Coordination between secondary and post secondary educ. programs
Administrative, school board, and community support for th program
Mission clearly articulated
Values clearly articulated
Shared principles within interagency system
Consistent policies between and within agency and education participants
Transition planning program structure and process clearly articulated
Education system restructured to include transition-related planning and services as integral components
PROGRAM EVALUATION
Student follow-up
Student follow-along
Data-based management system
Evaluation utilization for program improvement
Ongoing program evaluation
Evaluation of student outcomes
Student/family role in program evaluation
Secondary-level education services needs assessment
Post-school services or program needs assessment
HUMAN RESOURCE DEVELOPMENT
Transition practices resource materials available to personnel
Qualified staff
Preservice training re: transition practices
Ongoing staff development
Disability awareness training
Sufficient allocation of personnel
Technical assistance re: transition practices and planning
Establishment of transition-related personnel competencies
STRATEGIC PLANNING
Regional-level strategic planning
State-level strategic planning
State-level transition body focused on state issues and services
Regional-level transition body focused on regional issues and services
Community-level transition body focused on local issues and services
Community-level strategic planning
RESOURCE ALLOCATION
Creative use of resources
Multiple utilization of funds
Sufficient allocation of resources
Student/family role in resource allocation
Resources transferred from sheltered and or segregated facilities to community-based and/or integrated settings

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Appendix B

MCITT Transition Self-Assessment Instrument

MCITT TRANSITION SELF-ASSESSMENT

Name of County/ISD: _____ **Date:** _____

Name of Person Responding: _____ **Affiliation:** _____

Directions: Circle the number which best describes how frequently this activity occurs. Circle only one answer code for each item. The answer code is as follows: 3 = Always; 2 = Sometimes; 1 = Never. If an item does not apply to your specific situation, you may choose not to answer the item.

I. STUDENT-FOCUSED PLANNING

	Always	Sometimes	Never
1. IEP DEVELOPMENT			
• IEP includes goals and/or objectives which relate to post-secondary education (Sec. 300.18)	3	2	1
• IEP includes goals and/or objectives which relate to vocational training (Sec. 300.18)	3	2	1
• IEP includes goals and/or objectives which relate to integrated employment (including supported employment) (Sec. 300.18)	3	2	1
• IEP includes goals and/or objectives which relate to continuing and adult education (Sec. 300.18)	3	2	1
• IEP includes goals and/or objectives which relate to adult services (Sec. 300.18)	3	2	1
• IEP includes goals and/or objectives which relate to independent living (Sec. 300.18)	3	2	1
• IEP includes goals and/or objectives which relate to community participation (Sec. 300.18)	3	2	1
• Transition services are based on the student's needs taking into account the students preferences and interests (Sec 300.346)	3	2	1
• IEP goals and objectives include instruction (Sec. 300.346)	3	2	1
• IEP goals and objectives include community experience (Sec. 300.346)	3	2	1
• IEP goals and objectives include development of employment and other post-school adult living objectives (Sec. 300.346)	3	2	1
• IEP goals and objectives include acquisition of daily living skills (Sec. 300.346)	3	2	1
• IEP goals and objectives include functional vocational evaluation (Sec. 300.346)	3	2	1
• Residential goals and objectives are specified	3	2	1
• Recreation/leisure goals and objectives are specified	3	2	1
• Financial issues are addressed in planning	3	2	1
• Medical needs are addressed in planning	3	2	1
• Guardianship and alternatives to guardianship are addressed in planning	3	2	1
• Educational experiences correspond to transition-related goals	3	2	1
• Specified goals and objectives result from student and IEPC consensus	3	2	1
• Progress toward or attainment of goals is reviewed annually	3	2	1
• Responsibility of participants or agencies specified in the planning document	3	2	1
• IEP supported by individual career plan	3	2	1
2. STUDENT PARTICIPATION			
• Self-determination facilitated within the IEP/Planning process	3	2	1
• IEP/Planning decisions driven by student and family	3	2	1
• IEP/Planning process is student-directed/centered	3	2	1
• Student participation observable in IEP/Planning	3	2	1
• Student involvement observable in IEP/decision making	3	2	1
• Documentation of student interests and preferences occurs annually	3	2	1
• Student made aware of post-secondary educational institutions and services available when applicable	3	2	1
• Career counseling services provided to student	3	2	1

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• Student self-assessment of preferences and interests occurs annually prior to IEP	3	2	1
• Student self-evaluation and documentation of his or her progress occurs annually	3	2	1
• Student prepared to participate in IEP/Planning via curricular activities (e.g., communication, interactive skills, etc.)	3	2	1
• Student invited to attend IEPC meetings if purpose of meeting is consideration of transition services (Sec. 300.344)	3	2	1
• If student does not attend IEPC, school takes other steps to ensure student's preferences and interests are considered when addressing transition services (Sec. 300.344)	3	2	1

3. ACCOMMODATIONS AND PLANNING STRATEGIES

• Assessment information is used as basis for planning	3	2	1
• Transition-focused planning begins by age 16 or younger if appropriate	3	2	1
• Ethnic and cultural perspectives acknowledged and addressed in planning	3	2	1
• Accommodations made for limited English proficiency when needed	3	2	1
• Functional evaluation/assessment of student's social abilities conducted	3	2	1
• Functional evaluation/assessment of student's cognitive abilities conducted	3	2	1
• Functional evaluation/assessment of student's physical abilities conducted	3	2	1

TOTAL POINTS FOR STUDENT-FOCUSED PLANNING ____

II. STUDENT DEVELOPMENT: CURRICULUM ISSUES

1. LIFE SKILLS INSTRUCTION

• Rights and responsibilities training occurs throughout /across school year(s)	3	2	1
• Recreation/leisure skills training occurs throughout /across school year(s)	3	2	1
• Social skills training occurs throughout /across school year(s)	3	2	1
• Self-determination skills training, including goal setting and decision making occurs throughout /across school year(s)	3	2	1
• Self-advocacy skills training occurs throughout /across school year(s)	3	2	1
• Community-based independent living skills training occurs throughout /across school year(s)	3	2	1
• "Understanding your disability" training occurs throughout /across school year(s)	3	2	1
• Learning strategies skills training occurs throughout /across school year(s)	3	2	1
• Student training to use natural supports occurs throughout /across school year(s)	3	2	1
• Mobility training occurs throughout /across school year(s)	3	2	1

2. EMPLOYMENT SKILLS INSTRUCTION

• Work-related behaviors training occurs throughout/across school year(s)	3	2	1
• Job seeking skills training occurs throughout /across school year(s)	3	2	1
• Work attitude and work ethics training occurs throughout /across school year(s)	3	2	1
• Employability skills training occurs throughout /across school year(s)	3	2	1
• Community-based vocational skills training occurs throughout /across school year(s)	3	2	1
• Vocational skill training occurs throughout /across school year(s)	3	2	1

3. CAREER AND VOCATIONAL CURRICULA

• Community-referenced curricula utilized	3	2	1
• Vocational training begins by middle school level	3	2	1
• Career education utilized K-12	3	2	1
• Career and vocational curricula infused throughout academic subject areas	3	2	1
• Tech prep curriculum offered/utilized	3	2	1
• Longitudinal career education offered/utilized	3	2	1
• Participation in mainstream vocational class or program occurs	3	2	1
• Cooperative education offered/utilized	3	2	1

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4. STRUCTURED WORK EXPERIENCE
   - Apprenticeship options offered/utilized 3 2 1
   - Paid work experience(s) offered/utilized throughout/across school year(s) 3 2 1
   - Multiple, varied community work experiences (non-paid) occurs throughout/across school year(s) 3 2 1
   - Work study program offered/utilized 3 2 1
   - Job placement occurs prior to school exit 3 2 1
   - Job placement services offered/utilized 3 2 1
   - Job shadowing opportunities occurs throughout/across school year(s) 3 2 1

5. VOCATIONAL ASSESSMENT
   - Vocational assessment portfolios maintained and utilized 3 2 1
   - Situational/Functional assessment across settings occurs/documented 3 2 1
   - Ongoing functional assessment documented and maintained on file 3 2 1
   - Continuous assessment of employment opportunities and job requirements occurs 3 2 1
   - Curriculum-based vocational assessment conducted regularly 3 2 1
   - Assessment for assistive technology devices conducted and information applied 3 2 1

6. ACCOMMODATIONS AND SUPPORT
   - Identification and development of accommodations occurs 3 2 1
   - Identification and development of natural supports and adaptations are available/utilized across environments 3 2 1
   - Transportation services are accessible for community-based skills training 3 2 1
   - Infusion of related services into career and vocational development (e.g., OT, PT, speech therapy) occurs 3 2 1

TOTAL POINTS FOR STUDENT DEVELOPMENT ____

III. FAMILY INVOLVEMENT

1. FAMILY TRAINING
   - Parent/family training re: promoting student self-determination occurs 3 2 1
   - Parent/family training re: student self advocacy occurs 3 2 1
   - Parent/family training re: natural supports occurs 3 2 1
   - Training for parents/families focused on their own empowerment occurs 3 2 1
   - Parent/family training re: IEP/transition-related planning process (e.g., IEP, ITP) occurs 3 2 1
   - Parent/family training re: agencies and services occurs 3 2 1
   - Parent/family training re: legal issues occurs 3 2 1

2. FAMILY INVOLVEMENT
   - Parent/family participation in evaluation of community-level transition planning occurs 3 2 1
   - Parent/family participation in policy development occurs 3 2 1
   - Parent/family participation in program evaluation occurs 3 2 1
   - Parent/family participation in service delivery occurs 3 2 1
   - Parent/family involvement in student assessment occurs 3 2 1
   - Parent/family participation in evaluation of individual-level transition planning occurs 3 2 1
   - Parents/families exercise decision making 3 2 1
   - Parents/caregivers are invited to attend IEPC meetings in which transition services are addressed (Sec. 300.345) 3 2 1
   - IEPC invitation indicates the purpose of the meeting (Sec. 300.345) 3 2 1
   - IEPC invitation indicates that the student will be invited (Sec. 300.345) 3 2 1
   - IEPC invitation identifies any other agency that will be invited (Sec. 300.345) 3 2 1

• Parent/family attendance at IEP meeting	3	2	1
• Active parent/family participation in planning process	3	2	1
• Parents/family members as trainers	3	2	1
• Parents/family participation in staff development	3	2	1
• Parents/family members as mentors	3	2	1
• Parents/family role in natural support network	3	2	1
• Parents/family members as volunteer service providers	3	2	1
• Parent/family responsibilities relative to transition planning specified	3	2	1

3. FAMILY EMPOWERMENT STRATEGIES

• Pre-IEP planning activities for parents/families offered	3	2	1
• Parents/families presented with choices of transition services	3	2	1
• Transition information provided to parents/families prior to student's age 16	3	2	1
• Structured method to identify family needs is established and utilized	3	2	1
• Parent/family support network established and operational	3	2	1
• Provision of interpreters made	3	2	1
• Child care available for IEP meetings	3	2	1
• Respite care available when eligible	3	2	1
• Flexible planning meeting times available	3	2	1
• Flexible meeting locations made available	3	2	1
• Directory of transition services updated and made available	3	2	1
• Information to parents/families provided without use of jargon	3	2	1

TOTAL POINTS FOR FAMILY INVOLVEMENT _____

IV. INTERAGENCY COLLABORATION

1. INDIVIDUAL-LEVEL PLANNING

• Representative(s) of any other agency that could be responsible for providing or paying for transition services are invited to IEP meetings	3	2	1
• IEP specifies the person (and agency affiliation) responsible for delivering identified transition services	3	2	1
• In cases where a participating agency, other than the educational agency, fails to provide agreed-upon services, the educational agency reconvenes the IEP team to identify alternative strategies to meet the transition objectives (Se. 300.344)	3	2	1
• Individual transition planning team includes student, parents/caregiver, school personnel, and appropriate related or service personnel	3	2	1
• Student-family-centered approach to planning and service delivery occurs	3	2	1
• Agency contact with student occurs prior to student's exit from school	3	2	1
• Referral to adult service provider(s) occurs prior to student's exit from school	3	2	1
• Individual transition team leader identified	3	2	1

2. INTERORGANIZATIONAL FRAMEWORK

• Interagency coordinating body established/Community Transition Council (CTC)	3	2	1
• Formal interagency agreement written and updated annually	3	2	1
• Interagency coordinating body includes employer representation	3	2	1
• Roles of agencies related to transition service delivery clearly articulated	3	2	1
• Established methods of communication among service providers	3	2	1
• Student information shared among agencies (with appropriate release of information and confidentiality)	3	2	1
• Established procedures for release of information among agencies exists/utilized	3	2	1
• Single-case management system	3	2	1
• Designated transition contact person for all agencies/districts	3	2	1

3. COLLABORATIVE SERVICE DELIVERY			
• Services are coordinated - Duplicative services reduced	3	2	1
• Requests for information coordinated	3	2	1
• Delineated fiscal resource sharing occurs	3	2	1
• Reduction of system barriers to collaboration observable	3	2	1
• Collaborative funding of transition services apparent	3	2	1
• Delineated personnel resource sharing occurs	3	2	1
• Collaborative use of assessment data occurs	3	2	1
• Coordinated delivery of transition-related services operational	3	2	1
• Program information disseminated among cooperating agencies	3	2	1
• Shared delivery of transition-related services or training occurs	3	2	1
• Collaborative planning and service development occurs	3	2	1
4. ORGANIZATION-LEVEL PLANNING			
• Collaborative consultation between special, general, and vocational educators occurs	3	2	1
• Projection of upcoming service needs identified and communicated	3	2	1
• Transdisciplinary student assessment requirements and processes apparent	3	2	1
• Collaboration between post-secondary education institutions and the school district occurs	3	2	1
• Interagency coordinating body includes consumer and family members	3	2	1
• Annual evaluation of interdisciplinary policy and procedures occurs	3	2	1
• Ongoing community-level planning focused on transition-related issues and services occurs	3	2	1
• Community resource directory available and updated	3	2	1
• Business and industry involvement in program development observable	3	2	1
5. HUMAN RESOURCE DEVELOPMENT			
• Transdisciplinary staff development activities occurs	3	2	1
• Training activities for employers and other community members available	3	2	1
• Training activities focused on student and parent/caregivers empowerment available	3	2	1

TOTAL POINTS FOR INTERAGENCY COLLABORATION ____

V. PROGRAM STRUCTURE AND ATTRIBUTES

1. PROGRAM PHILOSOPHY			
• Education provided in least restrictive environment	3	2	1
• Integrated settings are utilized	3	2	1
• Accessibility to all educational options (secondary and post-secondary) available	3	2	1
• Transition issues infused in all curricular areas	3	2	1
• Functional curriculum utilized	3	2	1
• Acceptance/sensitivity to cultural and ethnic diversity observable	3	2	1
• Consumer-directed programming observable	3	2	1
• Flexible programming to meet student needs honored	3	2	1
• Longitudinal approach to transition (early childhood to adult) in place	3	2	1
2. TRANSITION PROGRESS POLICY			
• Service systems restructured to include transition-related planning and services as integral components	3	2	1
• Coordination between secondary and post-secondary education programs exists	3	2	1
• Administrative, school board, and community support for the program observable	3	2	1
• Mission clearly articulated	3	2	1
• Values clearly articulated	3	2	1
• Shared principles within interagency system articulated	3	2	1

• Consistent policies between and within agency and education participants observable	3	2	1
• Transition planning process clearly articulated	3	2	1
• Education system restructured to include transition-related planning and services as integral components	3	2	1

3. STRATEGIC PLANNING

• State-level transition body focused on state issues and services	3	2	1
• Aware of state-level strategic planning	3	2	1
• Regional-level transition body focused on local issues and services	3	2	1
• Aware of regional-level strategic planning	3	2	1
• Community-level transition body/Community Transition Council (CTC) focused on local issues and services	3	2	1
• Community-level strategic planning occurring/Action Plans implemented/operational	3	2	1

4. PROGRAM EVALUATION

• Student follow-up occurs	3	2	1
• Student follow-along throughout school career and after school years occurs	3	2	1
• Data-based management system available/utilized	3	2	1
• Evaluation information utilized for program improvement	3	2	1
• Ongoing program evaluation conducted	3	2	1
• Student/family role in program evaluation observable	3	2	1
• Secondary-level education services needs assessment conducted	3	2	1
• Post-school services or program needs assessment conducted	3	2	1

5. RESOURCE ALLOCATION

• Creative use of resources occurs	3	2	1
• Multiple utilization of funds occurs	3	2	1
• Sufficient allocation of resources occurs	3	2	1
• Student/family role in resource allocation observable	3	2	1
• Resources transferred from sheltered and or segregated facilities to community-based and/or integrated settings occurs	3	2	1

6. HUMAN RESOURCE DEVELOPMENT

• Transition practices resource materials available to all stakeholders	3	2	1
• Preservice training re: transition practices available/attended	3	2	1
• Meaningful utilization of information provided at training observable	3	2	1
• Sufficient allocation of personnel to provide/monitor transition services	3	2	1
• Technical assistance re: transition practices and planning available/utilized	3	2	1

TOTAL POINTS FOR PROGRAM STRUCTURE/ATTRIBUTES ____

Adapted from: Kohler, P.D. (in preparation) *Taxonomy for Transition Programming: A Conceptual Model of Effective Transition Practices*. Champaign Illinois Transition Research Institute.

Contact: Dottie Millar - Transition Specialist
Midland Public Schools
Ashman School
2900 Dauer
Midland, MI 48642
(517) 839-2428

Amount of time required to complete survey: _____ mins

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TRANSITION SELF-ASSESSMENT SCORE SHEET

After completing the self-assessment, total each of the five sections and then compute the grand total. Enter scores in the appropriate boxes on the chart below. Determine areas of strength and areas which need attention. A plan for improving transition services should then be developed, implemented, and systematically evaluated for progress made toward achieving the desired outcomes.

Transition Self-Assessment Instrument	Excellent! Transition Services are a Priority. Keep up the Good Work!	More Attention to Providing Transition Services is Needed	Give Focused Attention Immediately
SECTION SCORE I. Student Focused Planning	(_____ -)pts	(_____ -)pts	(_____ and below)pts
II. Student Development: Curriculum Issues	(_____ -)pts	(_____ -)pts	(_____ and below)pts
III. Family Involvement	(_____ -)pts	(_____ -)pts	(_____ and below)pts
IV. Interagency Collaboration	(_____ -)pts	(_____ -)pts	(_____ and below)pts
V. Program Structure and Attributes	(_____ -)pts	(_____ -)pts	(_____ and below)pts
TOTAL SCORE	(_____ -)pts	(_____ -)pts	(_____ and below)pts

Adapted from the Illinois State Board of Education, Department of Special Education, 1991.

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Appendix C

Effective Transition Practices Nomination Form

Transition Research Institute
Effective Transition Practices Nomination Form

Demographic Information

1. Project or Program Title: _____
2. Contact Person: _____
3. Institution or Organization: _____
4. Mailing Address: _____
   _____
   _____
   _____
5. Telephone: _____

6. Please indicate the type of organization through which the practice(s) is implemented.

   _____ University, four-year college, or University Affiliated Program
   _____ Community college
   _____ Education agency (state, local, intermediate, or tribal)
   _____ Private not-for-profit agency
   _____ State agency
   _____ Parent Organization
   _____ Other _____

7. Indicate the geographic service delivery area of the program or project implementing the practice(s).

   ___ Rural area (places of <2,500)
   ___ Towns and cities of 2,500-50,000
   ___ Urbanized area (cities and surrounding areas of 50,000-100,000)
   ___ Metropolitan area (cities and surrounding areas of 100,000+)
   ___ County
   ___ Region with a state (i.e., more than one county)
   ___ State (or outlying area of U.S., e.g., Puerto Rico)
   ___ More than one state
   ___ National
   ___ American Indian/Alaskan Native area (e.g., village, reservation, trust land)

8. Indicate the primary setting(s) in which the targeted transition practice(s) is delivered.

___ Medical clinic
___ Community-based training site
___ Independent living facility
___ Experimental or research laboratory
___ Home-based setting
___ Hospital setting
___ Middle school or junior high
___ High school or other similar secondary educational setting
___ Four-year college or university
___ Trade school proprietary institution
___ Community college(two-year college)
___ Private school
___ Regular education class
___ Residential school or facility
___ Resource room
___ Self-contained class in regular school
___ Special day school
___ Competitive employment workplace
___ Sheltered employment workplace
___ Supported employment workplace
___ Other Setting _____
_____

Project or Program Consumers

9. Indicate the approximate number of individuals with a disability (consumers) served through the project or program during the current year.

_____ # of consumers

10. Indicate the approximate percentage of individuals with a disability served during the current year, by gender.

_____ % of male _____ % of female

11. Indicate the approximate percentage of individuals with a disability served during the current year, by their ethnic affiliation.

____% American Indian/Native American
____% Asian
____% Black/African-American
____% Hispanic
____% Pacific/Native Hawaiian
____% White
____% Multi-ethnic (e.g., Black and Hispanic)
____% Other _____

12. Indicate the disability category(ies) represented by the individuals participating in the project or program implementing the practice(s).

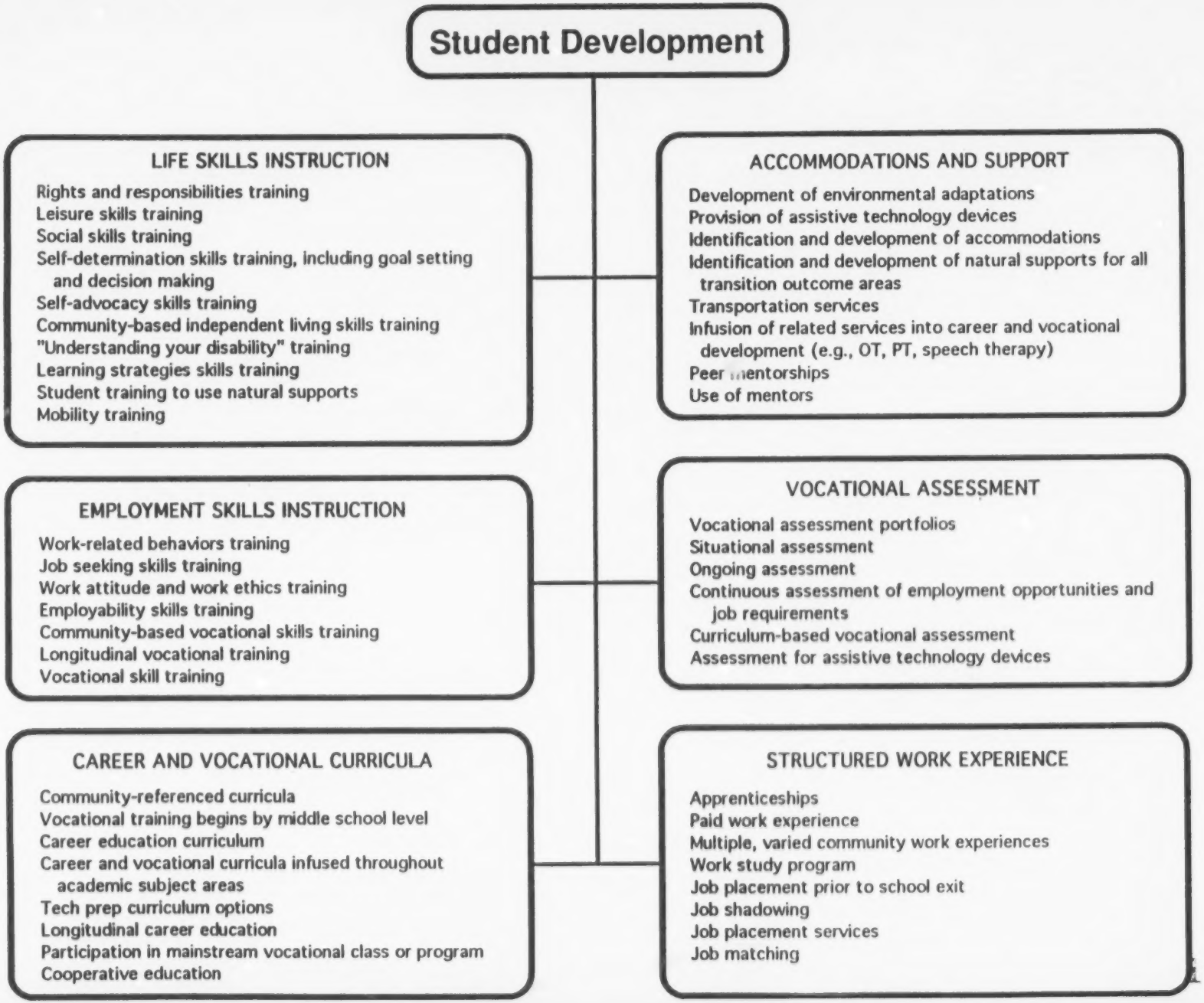
_____ Deaf	_____ Severe emotional disturbance
_____ Deaf-blind	_____ Specific learning disability
_____ Hearing impairment	_____ Speech impairment
_____ Mental retardation	_____ Visual handicap
_____ Multi-handicapped	_____ Autism
_____ Orthopedic impairment	_____ Traumatic brain injury
_____ Other health impairment	_____ Other _____

13. If applicable, indicate the number and type of other individuals to which transition practices have been directed during the current year (e.g., parents, family members, teachers, etc.)

Number	Description
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Project or Program Practices

14. **Using the taxonomy on pages 5 through 9, please make a check mark (✓) next to the practice(s) for which you are submitting an implementation strategy.**


Student Development
LIFE SKILLS INSTRUCTION
Rights and responsibilities training
Leisure skills training
Social skills training
Self-determination skills training, including goal setting and decision making
Self-advocacy skills training
Community-based independent living skills training
"Understanding your disability" training
Learning strategies skills training
Student training to use natural supports
Mobility training
EMPLOYMENT SKILLS INSTRUCTION
Work-related behaviors training
Job seeking skills training
Work attitude and work ethics training
Employability skills training
Community-based vocational skills training
Longitudinal vocational training
Vocational skill training
CAREER AND VOCATIONAL CURRICULA
Community-referenced curricula
Vocational training begins by middle school level
Career education curriculum
Career and vocational curricula infused throughout academic subject areas
Tech prep curriculum options
Longitudinal career education
Participation in mainstream vocational class or program
Cooperative education
ACCOMMODATIONS AND SUPPORT
Development of environmental adaptations
Provision of assistive technology devices
Identification and development of accommodations
Identification and development of natural supports for all transition outcome areas
Transportation services
Infusion of related services into career and vocational development (e.g., OT, PT, speech therapy)
Peer mentorships
Use of mentors
VOCATIONAL ASSESSMENT
Vocational assessment portfolios
Situational assessment
Ongoing assessment
Continuous assessment of employment opportunities and job requirements
Curriculum-based vocational assessment
Assessment for assistive technology devices
STRUCTURED WORK EXPERIENCE
Apprenticeships
Paid work experience
Multiple, varied community work experiences
Work study program
Job placement prior to school exit
Job shadowing
Job placement services
Job matching

Student-Focused Planning

IEP DEVELOPMENT

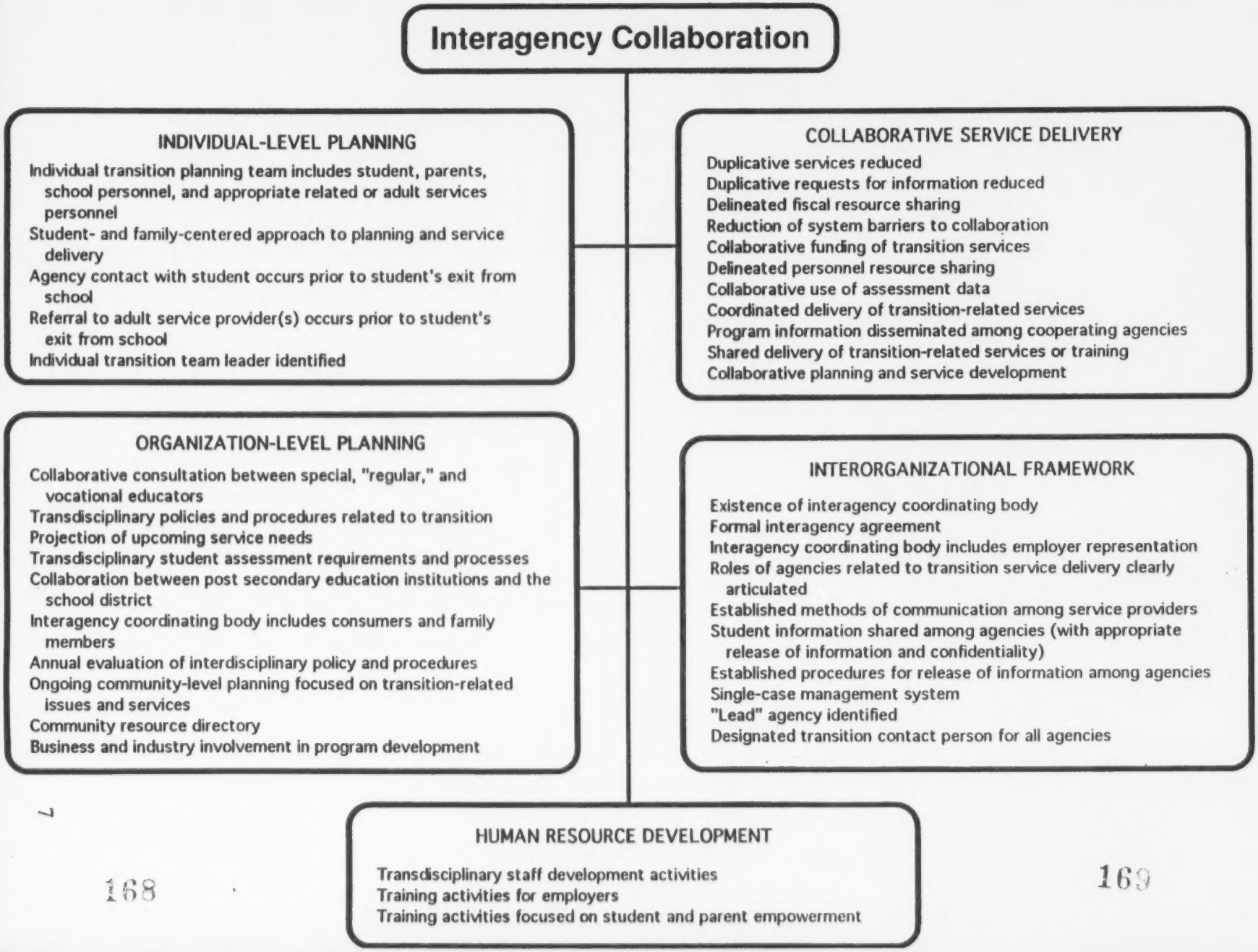
Transition-related goals and objectives specified in the IEP
Post secondary education or training goals and objectives specified in the IEP
Community participation goals and objectives specified
Vocational goals and objectives specified
Residential goals and objectives specified
Recreation and leisure goals and objectives specified
Post secondary options identified for each outcome area
Educational experiences correspond to transition-related goals
Transition goals are measurable
Financial issues addressed in planning
Medical needs addressed in planning
Guardianship addressed in planning
Specified goals and objectives result from consumer choices
Progress toward or attainment of goals is reviewed annually
Responsibility of participants or agencies specified in the planning document
IEP supported by individual career plan

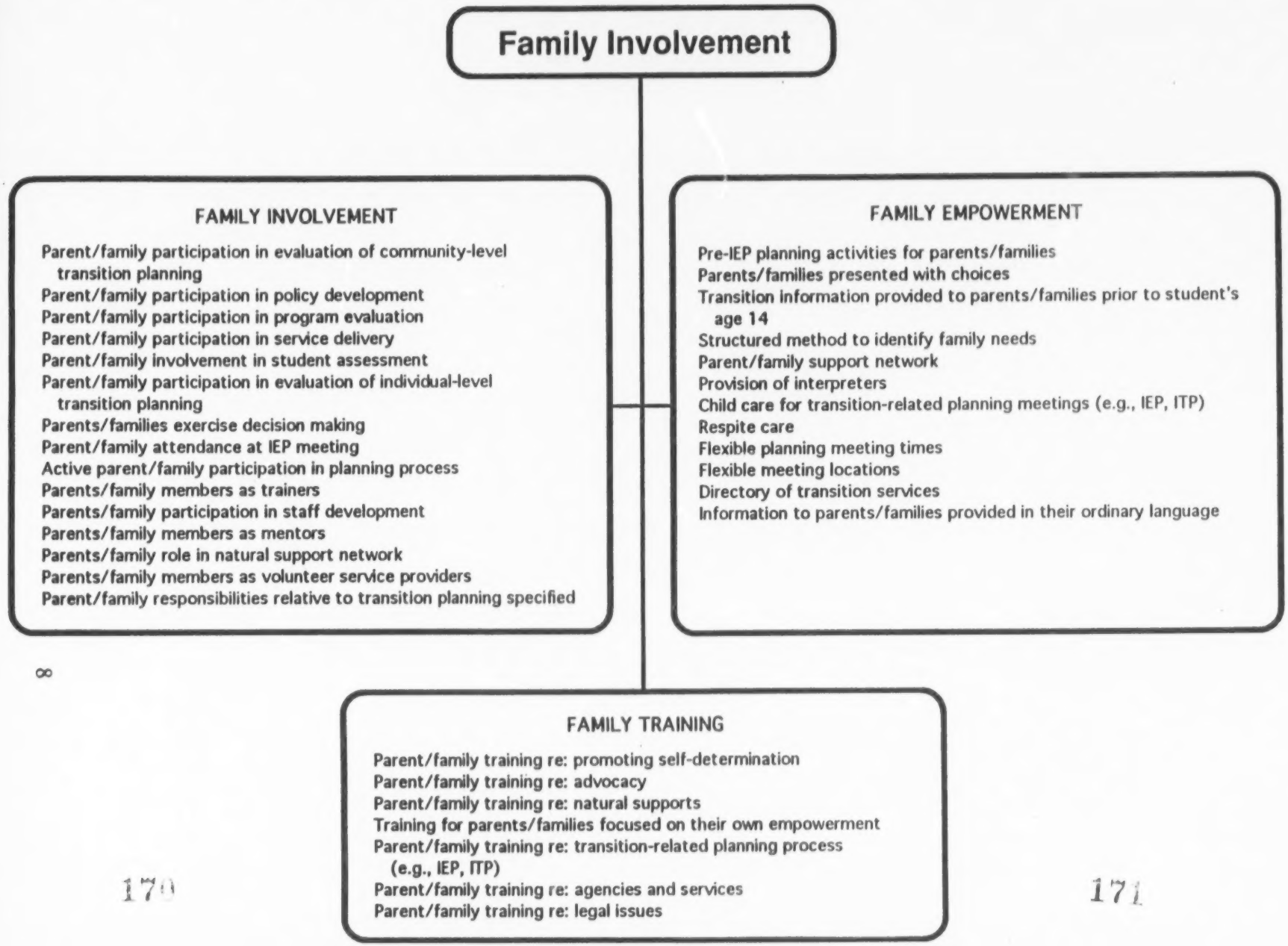
STUDENT PARTICIPATION

Self-determination facilitated within the planning process
Planning decisions driven by student and family
Planning process is student-centered
Planning process is student-directed
Student participation in planning
Student involvement in decision making
Documentation of student interests
Documentation of student preferences
Student made aware of post secondary educational institutions and services available
Preplanning activities for students
Career counseling services provided to student
Student self-assessment of preferences
Student self-assessment of interests
Student self-evaluation of his or her progress
Student prepared to participate in planning via curricular activities (e.g., communication, interactive skills, etc.)
Identification of student interests

ACCOMMODATIONS AND PLANNING STRATEGIES

Assessment information is used as basis for planning
Transition-focused planning begins no later than by age 14
Meeting time adequate to conduct planning
Preparation time adequate to conduct planning
Transition planning meeting time and place conducive to student and family participation
Process evaluation of planning process relevant to fulfillment of responsibilities
Multiethnic and multicultural perspective
Accommodations made for limited English proficiency
Functional evaluation of student's social abilities
Functional evaluation of student's cognitive abilities
Functional evaluation of student's physical abilities


Interagency Collaboration
INDIVIDUAL-LEVEL PLANNING
Individual transition planning team includes student, parents, school personnel, and appropriate related or adult services personnel
Student- and family-centered approach to planning and service delivery
Agency contact with student occurs prior to student's exit from school
Referral to adult service provider(s) occurs prior to student's exit from school
Individual transition team leader identified
COLLABORATIVE SERVICE DELIVERY
Duplicative services reduced
Duplicative requests for information reduced
Delineated fiscal resource sharing
Reduction of system barriers to collaboration
Collaborative funding of transition services
Delineated personnel resource sharing
Collaborative use of assessment data
Coordinated delivery of transition-related services
Program information disseminated among cooperating agencies
Shared delivery of transition-related services or training
Collaborative planning and service development
ORGANIZATION-LEVEL PLANNING
Collaborative consultation between special, "regular," and vocational educators
Transdisciplinary policies and procedures related to transition
Projection of upcoming service needs
Transdisciplinary student assessment requirements and processes
Collaboration between post secondary education institutions and the school district
Interagency coordinating body includes consumers and family members
Annual evaluation of interdisciplinary policy and procedures
Ongoing community-level planning focused on transition-related issues and services
Community resource directory
Business and industry involvement in program development
INTERORGANIZATIONAL FRAMEWORK
Existence of interagency coordinating body
Formal interagency agreement
Interagency coordinating body includes employer representation
Roles of agencies related to transition service delivery clearly articulated
Established methods of communication among service providers
Student information shared among agencies (with appropriate release of information and confidentiality)
Established procedures for release of information among agencies
Single-case management system
"Lead" agency identified
Designated transition contact person for all agencies
HUMAN RESOURCE DEVELOPMENT
Transdisciplinary staff development activities
Training activities for employers
Training activities focused on student and parent empowerment


Family Involvement
FAMILY INVOLVEMENT
Parent/family participation in evaluation of community-level transition planning
Parent/family participation in policy development
Parent/family participation in program evaluation
Parent/family participation in service delivery
Parent/family involvement in student assessment
Parent/family participation in evaluation of individual-level transition planning
Parents/families exercise decision making
Parent/family attendance at IEP meeting
Active parent/family participation in planning process
Parents/family members as trainers
Parents/family participation in staff development
Parents/family members as mentors
Parents/family role in natural support network
Parents/family members as volunteer service providers
Parent/family responsibilities relative to transition planning specified
FAMILY EMPOWERMENT
Pre-IEP planning activities for parents/families
Parents/families presented with choices
Transition information provided to parents/families prior to student's age 14
Structured method to identify family needs
Parent/family support network
Provision of interpreters
Child care for transition-related planning meetings (e.g., IEP, ITP)
Respite care
Flexible planning meeting times
Flexible meeting locations
Directory of transition services
Information to parents/families provided in their ordinary language
FAMILY TRAINING
Parent/family training re: promoting self-determination
Parent/family training re: advocacy
Parent/family training re: natural supports
Training for parents/families focused on their own empowerment
Parent/family training re: transition-related planning process (e.g., IEP, ITP)
Parent/family training re: agencies and services
Parent/family training re: legal issues

Program Structure and Attributes

PROGRAM PHILOSOPHY

- Education provided in least restrictive environment
- Integrated settings
- Accessibility to all educational options (secondary and post secondary)
- Transition outcomes and issues infused in all curricular areas
- Outcome-based curriculum
- Functional curriculum
- Cultural and ethnic sensitivity
- Consumer-directed programming
- Flexible programming to meet student needs
- Outcome-based planning
- Longitudinal approach to transition (early childhood to adult)

PROGRAM EVALUATION

- Student follow-up
- Student follow-along
- Data-based management system
- Evaluation utilization for program improvement
- Ongoing program evaluation
- Evaluation of student outcomes
- Student/family role in program evaluation
- Secondary-level education services needs assessment
- Post-school services or program needs assessment

STRATEGIC PLANNING

- Regional-level strategic planning
- State-level strategic planning
- State-level transition body focused on state issues and services
- Regional-level transition body focused on regional issues and services
- Community-level transition body focused on local issues and services
- Community-level strategic planning

PROGRAM POLICY

- Adult service systems restructured to include transition-related planning and services as integral components
- Coordination between secondary and post secondary education programs
- Administrative, school board, and community support for the program
- Mission clearly articulated
- Values clearly articulated
- Shared principles within interagency system
- Consistent policies between and within agency and education participants
- Transition planning program structure and process clearly articulated
- Education system restructured to include transition-related planning and services as integral components

HUMAN RESOURCE DEVELOPMENT

- Transition practices resource materials available to personnel
- Qualified staff
- Preservice training re: transition practices
- Ongoing staff development
- Disability awareness training
- Sufficient allocation of personnel
- Technical assistance re: transition practices and planning
- Establishment of transition-related personnel competencies

RESOURCE ALLOCATION

- Creative use of resources
- Multiple utilization of funds
- Sufficient allocation of resources
- Student/family role in resource allocation
- Resources transferred from sheltered and or segregated facilities to community-based and/or integrated settings

15. **Please provide a description of how the transition practice(s) has been implemented. The description should be detailed enough to provide an understanding about what is being done, how the service or instruction is delivered, where the service or instruction is provided, to whom the service or instruction is directed (participants), who is providing the instruction or service, and the sequence of events.**

Attach additional sheets if necessary.

16. Please indicate how the effectiveness of the practice, program, and/or strategy has been evaluated:

_____ External evaluation consultant
_____ Case study(ies)
_____ Quantitative experimental design
_____ Qualitative experimental design
_____ Single subject research
_____ Other _____

17. Please identify the outcomes for which evaluation data were collected (e.g., employment rates, self-esteem, self-determination skills, etc.)

18. For each targeted outcome, please describe the evaluation findings. The description should be detailed enough to indicate who, what, where, when, and how the evaluation occurred and the findings that were reported.

Please attach additional sheets if necessary.

19. Please attach any relevant products, reports or supplemental materials that would provide information about the transition practices and strategies and the evaluation results.

Please return the nomination form and supplemental materials in the envelope provided by September 30, 1994 to:

Paula D. Kohler, Ph.D.
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University of Illinois
113 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

Thank You For Your Participation!!

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